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ABSTRACT

This manual is intended to help teachers promote the study and understanding of World War II and the future National World War II Memorial. The manual contains activities in history, science, mathematics, language arts, and art. For each grade level, the manual includes readings, discussion questions, activities, and portfolio projects that are designed to enrich the current curriculum. The manual is divided into these grade-level sections: Section One: Grades 4-6; Section Two: Grades 7-9; Section Three: Grades 10-12. Contains several primary source reproductions and other resources, a glossary, maps, and suggestions for participating in the National World War II Memorial Campaign. (BT)

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National World War II Memorial

TEACHER'S MANUAL

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GRADES 4-12

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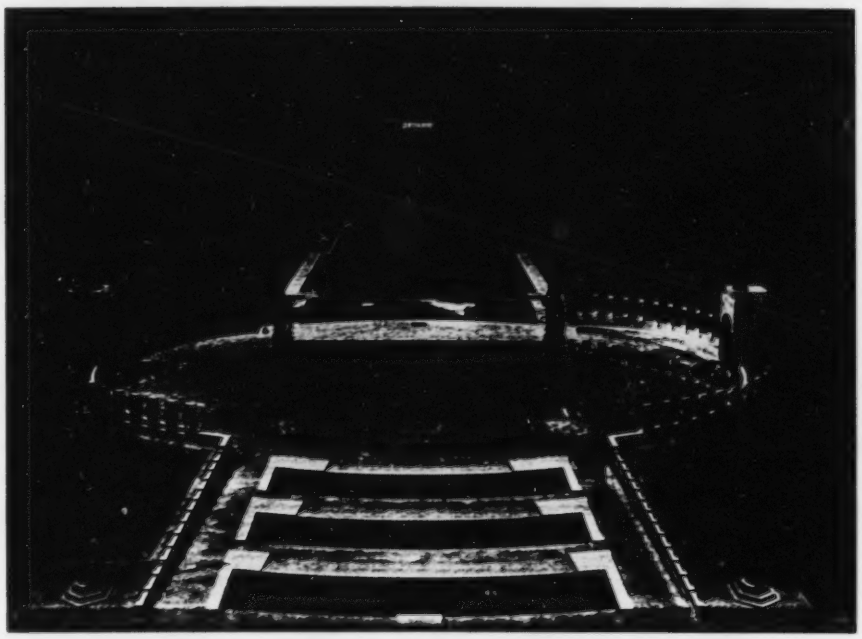

Help say "thank you" to the World War II generation.

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SAVE OUR HISTORY™

National World War II Memorial

The History Channel, working in partnership with the National World War II Memorial Campaign, has developed this manual to help you bring the history of World War II alive in your classroom. For each grade level, we have included readings, discussion questions, activities, and portfolio projects that are designed to be used to enrich your current curriculum. Many topics are interdisciplinary in nature, so that aspects of art, science, math, and creative writing are incorporated in a variety of history or social studies lessons. We have provided a resource guide and a selection of primary source materials for your use as well.

All of us owe an enormous debt of gratitude to the men and women who participated in World War II, at the war front and at home. That's why *Save Our History*™, **The History Channel**'s national campaign dedicated to historic preservation and history education, is working with the National World War II Memorial Campaign. For this special initiative in the campaign, we are not preserving a specific historic site. Instead, we are working together to preserve the memory of the World War II generation, and to help raise funds for a new memorial in Washington, D.C., that recognizes those Americans who participated in the war effort. Take a look at the "Community Events" for fund-raising ideas for the World War II Memorial that can build school spirit and students' understanding of World War II.

We encourage you, your students, your school, and your community to participate in helping to build the memorial. "It's time to say thank you ™" to all the Americans who participated in World War II, on the war front and on the home front.

Please visit our Web site, **HistoryChannel.com**, for interactive materials on World War II. There you will also find guidelines for interviewing World War II participants, so that your students can preserve the memories of the World War II generation.

Sincerely,

Libby H. O'Ell

Libby H. O'Connell, Ph.D
Vice President, Historian-in-Residence
The History Channel

AMERICAN BATTLE MONUMENTS COMMISSION

Dear Teacher:

We are pleased to present the World War II Teaching Manual, a cooperative effort of the National World War II Memorial Campaign and The History Channel. This document is intended to help you promote the study and understanding of World War II in America's elementary and secondary schools. It also underscores the importance of students becoming familiar with the National World War II Memorial.

In 1993, Congress passed legislation authorizing the creation of a National World War II Memorial in Washington, D.C. The President signed the legislation into law on May 25, 1993. The memorial will honor all who served in the United States Armed Forces during World War II and the entire nation's contribution to the war effort.

The future National World War II Memorial, to be located on the Mall between the Washington Monument and the Lincoln Memorial, will be an integral part of the city's tapestry, preserving and enhancing our heritage. Designed for this incomparable site of great beauty and historical significance, this national memorial will become one of America's most cherished places.

The National World War II Memorial will not only honor and pay tribute to those who sacrificed so much, but will also serve as a strong educational tool for generations to come. Our students must learn from our past as they prepare for the future. The victory in World War II preserved for all Americans the opportunity to use our individual talent and ambition to build a brighter future for ourselves, our children, and their children.

Our nation's capital welcomes thousands of school groups annually. For those children who will take class trips to Washington, D.C. in the coming years, it is our hope that these materials will enrich their visit to the National World War II Memorial. And for those students who will not have the opportunity to see the memorial in person, the guide will be a valuable resource for learning about its role as a symbol of freedom and the unselfish sacrifices made on their behalf.

We hope this guide is helpful as you and your students explore World War II and discover its meaning to all who cherish freedom.

BOB DOLE
National Chairman

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National Co-Chairman

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National World War II Memorial Campaign

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Robert Lewis

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Building the National World War II Memorial on the Mall in Washington, D.C. ensures a lasting tribute to a remarkable generation of men and women who served their country on the battlefield and on the home front. The Memorial serves as a symbol of American ideas and values to educate future generations on what our country can accomplish when united in a just and common cause.

The History Channel Credits

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CHAPTER I:

SECTION ONE: GRADES 4 - 6

TO THE TEACHER:

The study of World War II presents particular challenges for young students. The necessary global perspective and the complexity of causation, and the course of the war itself, are often enough to intimidate even an experienced teacher, much less an eleven-year old. The activities for grades 4 through 6 included in this manual are designed to be used as a supplement to a reliable textbook, enriching the in-class experience for your students. You will notice that the activities provide ideal interdisciplinary opportunities, with science, geography, language arts, music, and art all part of the study of history. Please feel free to use what works for you, with your students.

We recommend *A History of U.S: War, Peace, and All that Jazz* by Joy Hakim as an example of an excellent textbook on this subject. Refer to our *Resources* section for more ideas.

The History Channel has partnered with the National World War II Memorial Campaign in creating this manual. We'd also like to encourage you, your students, your school, and your community to participate in helping to build the memorial. **It's time to say thank you to all the Americans who participated in World War II, on the war front and on the home front. See the donation form at the back of this manual.**

Project Objectives: By studying the causes and course of World War II and the character of the war at home and abroad, students will understand chronological thinking, analyze cause-and-effect relationships, and use historical analysis and interpretation of primary sources and visual data.

National Standards: The following activities support the National Standards for History developed by the National Center for History in the Schools, Era 3, Standard 3, and the Curriculum Standards for Social Studies developed by the National Council for the Social Studies, Strands II, V, VI, and VIII.

Vocabulary: Part of any social studies unit involves learning new vocabulary. You will find a glossary at the back of this manual that defines key words printed in bold.

Activities

I. Creating a Classroom Timeline
II. Propaganda and Posters
III. Intolerance and Genocide
IV. D-Day Project: Map Exercise and Newspaper Activities
V. Home Front History
VI. Science and Technology

I. CREATING A CLASSROOM TIMELINE

Timelines help young students visualize the chronological sequence of events. The teacher creates a large-scale timeline, beginning in 1930 and ending in 1945. It may be a vertical timeline or a horizontal one, but it should be at least four feet long. During your studies of World War II, your class should decide what events should be recorded on the timeline. You can use separate colors for events that affect different nations, or different sides of the conflict.

Encourage the students to write in pencil on the timeline, and then write over their words in colored marker, preventing errors and scratch marks from becoming a permanent part of your class's creation. Use your class textbooks as one source of information during the unit. A long list of suggested events for a timeline is provided in Section 2, p.14. You can also visit "This Day in World War II History" on **The History Channel**'s Web site at **HistoryChannel.com**.

Projects

1. Divide your class into small groups. You may assign specific years of the pre-war and war years for which each group of students is responsible. Or, assign each group a theme. Suggested themes are: *The Rise of Hitler; Japan's Quest for Empire; Persecution and the Holocaust; The Beginning of World War II (1939-1941); Pearl Harbor and the War in the Pacific; The Home Front; From D-Day to V-E Day; and The Atomic Bomb.* They should find five world events for their theme that they believe are important enough to be placed on the timeline.
2. Students might want to include personal information from their families or friends as well as world events. For example, the granddaughter or great-granddaughter of a World War II veteran might add, "May, 1941: Grandfather or Great-Grandfather O'Keefe is drafted." Or another student might add "August, 1936: the Rosenthal family emigrates to the United States" or "Spring 1943: Great-Grandmother Rodriguez gets a job at the airplane plant." Personal information should be recorded in a different color than the world events.

II. PROPAGANDA AND POSTERS

Propaganda was an important weapon used by both sides during World War II. What is propaganda? How can words, movies, and art be weapons? This section will help students understand the meaning of propaganda, its power to influence people, and its role in World War II. Students may also consider examples of propaganda that they encounter today.

1. **Word Origin: Propaganda** comes from the verb "propagate," which means to spread or multiply. When people who work with plants and flowers say that they are "propagating" new plants, they mean that they are increasing their number of plants. Propagate comes from the Latin word, propages (pronounced *pro-pa-gace*), which means "offspring." What does "offspring" mean?

Propaganda means the spreading of a doctrine or belief. Depending on your point of view, the doctrine may be good or bad. Not all propaganda is bad. For example, the United States used propaganda techniques to encourage people not to waste food or gasoline during the war. This seems like a good kind of propaganda. However, the Nazis in Germany used propaganda to unite Germans against the Jews. They used movies, posters, and radio broadcasts to convince the German people that Hitler was a hero. Nazi propaganda told people how to think and what to believe. People who didn't agree with the Nazi propaganda were imprisoned or killed.

2. **Research Assignment:** In library books or on the Internet, students should find examples of propaganda posters used during World War II. The posters may be from any of the **Axis Powers** (Germany, Italy, and Japan) or from the **Allies** (including the U.S., Great Britain, and the Soviet Union). The U.S. examples will be the easiest to find. Students should print or photo-copy one or two of the posters that they find. Make sure each student writes down the name of the source where he or she found the poster. Each student should prepare a short paragraph that describes the country origin of the poster, the message of the poster, why the country's government thought that the message was important, and briefly evaluate the effectiveness of the poster using these criteria: Is the message clear? Does the design have a strong impact? Is it convincing?
3. **Art Class and History:** Students should design their own propaganda posters. It is recommended that they limit their posters to the Allies' point of view. They may use famous slogans* from original posters, or make up their own, but they should create their own graphic design.
   - Topics may include, but are not limited to: rationing, recycling, secrecy, car-pooling, **war bonds**, enlistment, and women in industrial jobs.
   - Posters should be designed to be seen from a distance. Tiny detail will not have any impact. Bright colors, or clearly contrasting colors, are good choices. Clear, large letters are also important. Artistic talent is not as important as the ability to get the message across effectively.

- When the posters are finished, display them in the classroom.

*Some famous U.S. slogans from World War II are: "Loose Lips Sink Ships," "Uncle Sam Wants You," "Join the Navy and See the World," "Free a Man to Fight," and slogans that encouraged Americans to invest in war bonds, such as "You buy 'em, we'll fly 'em." These are just suggestions.

4. **Discussion—Thinking it Through:** *What is the difference between propaganda and advertisement?* Every day kids are bomdarded by advertisements telling them to buy something. Generally, propaganda encourages a certain way of thinking or acting. Are advertisements propaganda? Hold a classroom discussion on this topic. You can invite two students up to the chalk board to create two lists of reasons – one list that says *YES! Advertisements are propaganda!* and one that says *NO! Advertisements are not propaganda!* The whole class should participate in creating the lists. At the end of the session, you can take a vote to see what your class believes. There is no one right answer to this question. Guide you students by comparing Nazi propaganda with an ad for one of their favorite products – and the different results of disobeying those two different messages. Help your students understand how powerful advertising is, even if your class decides that it is not propaganda.

III. INTOLERANCE AND GENOCIDE

Reading Comprehension: Students should read the following text. Below are listed discussion questions, which should be answered in class. Suggested projects that encourage independent work are provided at the end. Words in **bold** type are defined in the Glossary, at the back of this manual.

It is 1929. Germany is in a big mess. Its citizens are angry. Germany's unit of money, called marks, is worth very little, so the prices of everything in Germany have risen to the sky. The Germans are blamed for starting World War I, and they think that's unfair. There aren't enough jobs for everyone. There are riots.

The government isn't helping. The people are looking for a leader who will end all this trouble. An evil genius, named Adolf Hitler, seems like the answer to their prayers. Most people don't see him as evil. They see him as an admirable, strong man who can unite the country. He gives brilliant speeches. He encourages young children to join "Hitler Youth" organizations. He talks a lot about how wonderful the German people are and unites them together. He tells them that they must love Germany, the "fatherland," above anything else.

Hitler creates an enemy for the Germans to unite against. He says that this enemy is the cause of almost everything that has gone wrong with the country. According to Hitler, the enemy is the Jewish people. Although Jews have lived in Germany for centuries, Hitler condemns them as foreigners. He claims that the Jews are sucking the blood out of the German economy and strength.

Antisemitism, the hatred of Jews, did not originate with Hitler. It existed in Europe long before the twentieth century. But Hitler builds on the seeds of antisemitism and makes it an important part of his political party, whose members are known as the **Nazis**.

In 1933, Hitler legally becomes chancellor of all Germany. His people love him. In 1934, he is given absolute power over the government. And one of the first things he does is begin the horrible persecution of the Jews. Initially, Jews aren't allowed to hold certain jobs. Then, their shops and places of business are destroyed. They are made to work as slaves in forced labor camps. Eventually, millions of Jews are sent to death camps, where they are slaughtered for the crime of being Jewish, or having Jewish ancestors. Hitler calls this his "Final Solution." By 1945, as the end of World War II draws near, the Nazis have murdered two out of every three Jewish persons in Europe.

Jews aren't the only people Hitler tries to destroy. Mentally and physically handicapped people, gypsies, **Slavs** (people from Eastern Europe), other minorities, and people who disagree with his politics are slaughtered as part of his policies. The Nazis kill over 11 million **civilians** (people not in the armed forces) during World War II. What is the rest of the world doing while these atrocities are committed?

Before the war broke out in 1939, few nations tried to help the victims of Nazi **persecution**. The United States denied thousands of Jewish

refugees permission to emigrate to America. Some people protested against this decision, but nothing was done. Racism and prejudice were big problems in America. African Americans faced discrimination all over the country. They were denied equal educational, housing, and employment opportunities because of the color of their skin. It wasn't anything like what was going on in Nazi Germany, but it was still pretty bad.

After the Japanese bombed Pearl Harbor on December 7, 1941, the United States entered the war, joining Britain, the Soviet Union, and many other **Allied** nations in the fight against the **Axis Powers**. Japanese Americans were treated shamefully. Thousands were sent to isolated camps, called "internment camps," because the U.S. government wrongly doubted their loyalty.

Eventually, Japanese American men were allowed to join the armed forces, and many served heroically in Europe. People across the United States came together to fight the Nazis, even though things weren't perfect at home, because they believed that defeating the Axis was the most important thing at the time.

Discussion Questions

1. What was going on in Germany before Hitler came to power?
2. Why did the German people find Hitler so appealing?
3. What is antisemitism? How did Hitler use antisemitism to unite his followers?
4. Did Hitler come to power legally? Do you think someone like Hitler could be elected in the United States? Why or why not?
5. What was Hitler's "Final Solution?"
6. Who else did the Nazis target in their effort to "purify" the German race? Why do you think racism was so important to the strength of the Nazi party?
7. How did other nations respond to Hitler's persecution of the Jews? Why do you think they responded that way?
8. The brave men and women who fought for the United States put their lives on the line for freedom and justice. But life in the United States wasn't fair for some minorities. What happened to many Japanese Americans during World War II? How were African Americans treated? Why do you think that minorities were willing to put aside their own problems to help fight the war?

Projects

1. **Word Origin: "The Holocaust":** is the name given to the Nazi attempt to exterminate the Jews. But what does "holocaust" mean? Find a large dictionary that provides word origins and look up "holocaust." What does it say? Why do you think that Hitler's "Final Solution" is called "The Holocaust?"
2. **Virtual Visit: The Holocaust Museum in Washington, D.C., online:** A class trip to Washington, D.C. might be a tradition in your school, but most schools in the United States can't send a whole grade there. Take an online tour of the Holocaust Museum at www.ushmm.org. You will find many documents and more information about the Holocaust at that site.
3. **Journal Writing: Kristallnacht—the Night of Broken Glass:** On November 9th, 1938, in an organized attack, Nazi storm troopers attacked Jews and vandalized Jewish-owned businesses and homes all over Germany and Austria. Jews were beaten, arrested and sent to prison camps. Approximately 177 synagogues were destroyed. Research *Kristallnacht*, using printed and Internet sources. Then, imagine you are a 12-year-old Jewish boy or girl who lived in Germany during Kristallnacht. Write a journal or a poem about your experiences.
4. **Ethics and History: Taking A Stand:** It is easy to condemn Germany for the atrocities the Nazis committed during World War II. But is racial hatred and intolerance just a problem in history? How do we fight intolerance today? Students should spend 15 minutes at their desks, or at home, and write a list of practical ways to help end racial discrimination and intolerance. When their lists are completed, one student should stand at the chalk board and write down the suggestions of his or her classmates. The class

should vote on the ten best ideas. These should be written carefully in large letters, on a poster board, and displayed in the classroom. (For additional activities around this theme, see entry for "Facing History and Ourselves" in the *Resources* section.)

5. **Prejudice in America:** Students may choose to research Japanese American internment camps, or the role of Japanese American soldiers during World War II. There are many sites on the Web that deal with this topic – see *Resources* section in this manual. They can write up their findings in a 1 1/2 page report, or display their findings on a poster board. Students who choose this project should refer to the *Primary Sources* section of this manual and read the *Interview with Joe Ichiuji* (pronounced Ee-chee-yoo-jee).

IV. D-DAY PROJECT: Map Exercise and Newspaper Activity

To get the most out of this section, students need an understanding of European geography. We recommend that you begin with the map exercise given below, before reading the text. This text, which is based on a script for a documentary on D-Day, should be read aloud by students in class. Do you have a large map of Europe in your classroom? If so, as the text is being read, other students can indicate the places mentioned during the reading.

June 6th, 1944. D-Day – the turning point of World War II. It was the beginning of the end of the Nazi domination of Europe, and Hitler's reign of terror.

Background:

In 1939, German tanks had invaded Poland. Norway, Denmark, Belgium, the Netherlands, and France were soon to follow. Nazi Germany had forced its will on almost all of Europe. After the Japanese bombed Pearl Harbor, in 1941, the United States joined Britain and the other **Allies** in the fight against **fascism**. Beginning in North Africa and moving up the boot of Italy, the Allies met the Germans in combat.

U.S. and British bombers attacked strategic enemy targets on the European continent. The Allied forces, under the command of American General Dwight D. Eisenhower, were now ready to launch a daring offensive across the English Channel, beginning the liberation of Western Europe from Hitler's domination.

D-Day had been scheduled for June 5th. The weather was too bad for the ships and aircraft. On June 4, Eisenhower was forced to postpone the invasion. Timing was crucial. At dawn on June 5th, Eisenhower made the fateful decision to proceed with the invasion the following day, against the odds.

Paratroopers (soldiers with parachutes) and glider planes (silent planes propelled by air currents) flew over enemy lines to take control of important bridges and protect the other men coming in with the invasion. Many paratroopers were easy prey for German snipers, who shot them out of the sky. Other soldiers landed far away from their units, and died alone, fighting the enemy. But the wide spread of the paratroopers away from the coast of France made the Germans send their strongest tank forces inland.

The Allied command gave D-Day a secret name: "Operation Overlord." Secrecy was hugely important. Even the Allied soldiers had no idea where they would be landing.

On the night of June 5th a huge **armada** set sail from ports along the south coast of England. It was the largest invasion the world had ever seen: 175,000 fighting men, 50,000 land vehicles, 5,333 ships and other seagoing craft, 11,000 airplanes. **Unprecedented** before or since, it was an extraordinary collaboration of air, sea, and land forces, whose planners and leaders coordinated the military resources and support of thirteen allied nations.

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The invasion force was to land on 60 miles of beaches and rugged terrain along the coast of Normandy in France. The weather was stormy and the crossing was very rough. The soldiers had to jump out of their ships in waist deep water and wade the 200 feet to shore, carrying their heavy equipment.

Hundreds died before they could even fire a shot. Most of the radios were destroyed in the landing, so the men had no way of communicating with other military units.

With incredible courage the surviving men rallied through the chaos and the slaughter. Many of them were new soldiers with no fighting experience. Many of them were teen-agers. All of them were heroes. They couldn't think about whether they were brave or not. They just pushed on through the battle, their friends dying by their sides.

The Nazis fought hard against them. There were dead bodies everywhere. The battle moved eastward, away from the sea coast. Little by little, the Allies pushed the enemy back. Within a few days, it became clear. D-Day was a success. Thousands of men had sacrificed their lives on the beaches of Normandy to save the world from the horrors of Nazi Germany. But their sacrifice would not be in vain. The liberation of Europe had begun.

Projects

1. **Map Exercise:** To understand D-Day, students need a clear sense of geography. The text above mentions many European countries and places. Before reading the text in class, divide your class into small groups of two to four. Each group should be able to locate on a map the following places: Poland, Germany, Norway, the Netherlands, Belgium, France, Great Britain, Italy, Rome, Berlin, Paris, London, the English Channel, the Rhine River, and Normandy. They should test each other to make sure that every member of the group knows where these places are.
   *You may evaluate your class's geographical comprehension by having them fill out a blank map with the names of the places they have studied. We have provided a map of Europe that may be photo-copied for this purpose. Most textbooks include maps of World War II that can be used as a reference.

2. **Dispatches from the Front – Creating a D-Day Newspaper:** Writing a newspaper account of an historic event helps young students organize in a coherent fashion what they have learned. Before your students begin this project, remind them of the reporter's 5 "w's": who, what, where, when and why. Encourage them to use "action verbs" that help make any story more interesting. And don't forget the power of strong adjectives that can make a dispatch more lively. We recommend two possible approaches for students:

   Group Assignment: Divide your class into groups of three to five people. Each group should create its own front page of a newspaper covering D-Day or another important battle during World War II, such as the Battle of the Bulge, Iwo Jima, the liberation of Paris, Midway, or the Allied invasion of Italy. Different group members are responsible for different articles, which must include a description of the battle. The articles may also include weather reports, profiles of commanding generals, maps, or information about the kinds of vehicles, ships, and planes used. They may also include news from the United States at the time of the battle, such as news about Franklin and/or Eleanor Roosevelt, industrial production, baseball teams, and rationing. The articles should be laid out to look like a newspaper, with headlines, dates, and the authors' names. Computer software programs can be used, or students can cut and paste their creation on posterboard, depending upon your school facilities.

   Individual Assignment: Participating students should imagine that they are reporters, stationed with the military forces, on assignment to send dispatches home from the front. They should pick one major battle to cover as journalists. They may include maps and illustrations with their dispatch. They should write 1-2 page articles, complete with dates and headlines.

When the students have completed their newspapers and articles, display them in the classroom.

V. HOME FRONT HISTORY

Reading Comprehension: Students should read the following text. Below are listed discussion questions to be answered in class. Suggested projects that encourage independent work are provided at the end. Words in **bold** type are defined in the *Glossary*, at the back of this manual.

The United States' entry into World War II was sort of like winding up a clock—it seemed to set everything in the country into motion. Factories began running at full speed, around the clock, trying to produce enough war supplies for American troops going overseas. Lots of people were moving around, too. President Roosevelt had started a peacetime **draft** in 1940, but after the bombing of Pearl Harbor, even more people were recruited or volunteered for the armed forces. Soldiers, mostly men, but also some women, left their homes for training camps before they went overseas. These training camps often were in places that the soldiers had never been before, so these **enlistees** were getting to see new parts of the country. People also moved around in order to find wartime jobs. This meant that many people who had been living on farms in rural areas of the country, mainly in the South, were moving to cities. Americans everywhere wanted to contribute to the war effort in whatever ways—big or small—that they could. This dedication to the war effort helped to turn the United States into a country in motion.

One reason for all this movement is that production for the war was finally bringing economic good times to the country, after nearly ten long years of economic **depression**. Even though consumers had a hard time getting some goods, like gasoline, oil, tires, sugar, coffee, and meat because they were being **rationed** to meet wartime needs, most people **prospered** during the war. There were so many jobs available, and such a **shortage** of people to fill them, that most people made a lot more money than they had before the war. But people did not just look at this as a time to make money. They were very serious about helping the American troops win the war. People everywhere helped buy **war bonds** to pay for the Allies' war effort. People also pitched in, in small ways everyday. They recycled their aluminum cans (before this was a common practice, as it is today) and rode together in car pools or took the bus instead of driving, in order to conserve resources.

One major way that women contributed to the war effort was by taking factory jobs, helping to produce the supplies needed by the American troops. Women helped build ships and planes and helped produce **munitions**. This was a really big change for America for two reasons. First, many of the women who took these jobs were married women with families. Before the war, most married women were expected to stay at home, working as housekeepers and mothers. Second, working in industrial jobs was something that few women, even unmarried women who had worked outside of the home before the war, had done. With so many men joining the army, however, factories often had to turn to women to fill their open jobs. (Also, women, who often were a lot smaller than men, seemed to be just the right size for industrial jobs. They could fit in small spaces in airplanes and other places that men could not!) For women on the home front, then, the war brought all kinds of new opportunities, many of which had a lasting impact.

In addition to hiring women, factories also turned to African Americans to meet their production needs. This, too, was a big change from things before the war. Previously, African Americans and whites had rarely worked in the same jobs. They usually attended different schools and lived in separate neighborhoods. In some places, these instances of **racial segregation** existed out of custom, but in some places, like the South, this type of segregation was required by law. Some of these **restrictions**, however, began to loosen during the war. This was partly because the federal government **encouraged** factories with many job openings to hire African Americans where only whites had worked before, and partly because African Americans demanded change. In order to find these wartime jobs, many African Americans in the South (where the majority had lived prior to World War II) had to relocate to cities, often northern cities, where factories would hire them. Such a large number of African Americans moved from the South to cities in the North during the war that this period became known as the "Great Migration."

While searching for good production jobs, African Americans also demanded other changes during the war. Many African Americans believed that they had been **shortchanged** after World War I. Thousands of African American men had served

as soldiers in World War I, but they had found the same old kinds of **discrimination** when they returned home. Despite their sacrifices for the country, African Americans after World War I still did not have equal rights in schools, jobs or housing. When World War II began, many African Americans said that they would not let this happen to them again. They organized a "Double-V" campaign, demanding victory overseas against the **Axis Powers** and victory at home against racial discrimination.

African Americans were not the only ones who were being discriminated against at home. In a particularly shameful wartime event, over 100,000 Americans of Japanese **descent**, called Nisei (Nee-sigh) were rounded up and placed into "War Relocation Camps." The Nisei were forced to leave their homes and jobs and to live in **internment** camps because government officials were afraid that they might turn against the United States and try to help Japan win the war.

All of this sounds horrible, and it was. But the war was also a time when most Americans worked together, despite their differences, in effort to defeat the **Nazis**. Factories were booming, and the Allies began to make **headway** against the Germans shortly after the United States entered the war. In addition, African Americans gradually—*very gradually*—began to feel less racial discrimination in the armed forces. After some time, the armed forces allowed some of the Nisei to fight in Europe (not the Pacific) and hired some to help them understand the Japanese language in the Pacific. African Americans also were allowed to serve in combat, but they were often placed in segregated troops or in the lowest possible positions.

There is no doubt that there were problems on the home front during World War II. But mostly, the war years were a time when Americans were willing to set aside their differences in order to fight a common enemy—the Axis Powers. As a result of the war, the economy went from bust to booming. And in some ways, things did get better for women and African Americans. Change was in the air—and the country was on the move.

Discussion Questions

1. What happened to the country's economy when the United States entered World War II? Why did this open up more jobs for women and African Americans?

2. What was rationing? What kinds of items were rationed? Why?

3. What other actions, besides rationing, did people take in order to help the war effort?

4. What was the "Double-V" campaign? What did African Americans hope to gain? Do you think that this was a good slogan? Why or why not?

5. What were internment camps? Why did the government force Japanese Americans to move there?

6. List some of the ways in which discrimination in the armed forces loosened during World War II. Why do you think that this happened? (If possible, encourage your class to think about the reasons for which we were fighting Hitler and how this might have influenced things at home).

Projects

1. **War Relocation Camps:** There are many Internet resources and children's books on the relocation of Japanese during World War II. Have students explore some of these resources and then imagine that they are Japanese Americans living in an internment camp. Have them write letters to President Roosevelt expressing their feelings at being forced to abandon their homes and explaining why they should be allowed to contribute to the war effort like other Americans.

2. **On the Home Front:** Federal agencies produced a wide assortment of posters during the war to encourage Americans to contribute to the war effort. If you have Internet access, students can see some of these online at www.nara.gov/exhall/powers/powers.html. Have students create their own posters with a World War II theme and present them to the class. Ask students to evaluate which posters are most persuasive and why.

3. **Popular Music in the 1940s:** "Big Band" and "Swing" music were very popular during World War II. With many goods being rationed, people spent their spare time and money listening to the radio, attending dances and going to the movies. Examples of World War II era music are abundant, at music stores, on the Internet, and at public libraries. Compile a selection of this music and have students research the title, author, year recorded, and performer. Much of this music was written by and/or performed by African Americans. Ask students to think about the impact that this may have had on relations between African Americans and others on the home front.

4. **Wartime Inventions:** The need for military technology spawned many technological advances on the home front, especially within the home itself. Have students research some of the household appliances that came out of wartime advances and create a poster advertising the new appliance. Ask students to think about how women's new roles in wartime production would have made these household advances even more important. Based on this knowledge, students' posters should emphasize the ways in which the appliances will make things easier or more efficient for women at home.

5. **Double-V Campaign:** Assign your students some additional reading on African Americans' attempts to overcome racial discrimination at home and in the armed forces. Pay special attention to the ways in which the Allies' war against fascism reinforced African Americans' demands. Afterwards, they may either write a letter to President Roosevelt (as many African Americans did), outlining their arguments against segregation and racial discrimination or they can create a "Double-V" poster, illustrating the injustices of racial discrimination within a democratic society.

VI. SCIENCE AND TECHNOLOGY

During World War II, scientists and engineers made many advances in medicine, communications, transportation, and energy that would have an enormous impact on the future. Examining the work of these scientists and engineers, some of whom were refugees from Nazi Germany, provides students with a way of integrating their history studies with work in math, science, and technology courses. Below are a few suggested activities. They may be used as homework assignments. Some of them require student research. Please refer to the *Resources* section at the back of this manual, and ask your librarian or media specialist for his or her participation.

1. **Math and History: Codes:** Code-Making and deciphering were a fundamental part of secret communications during World War II. The use of secret codes has a long tradition in military history throughout the world. George Washington's spies used a mathematical code during the American Revolution. In World War II, secret codes were translated into Morse Code and then transmitted. Once received, the Morse Code would be translated back into a secret code. Only then would the secret code be deciphered. Plain Morse Code could be intercepted easily by the enemy.

   A. **Morse Code Activity:** Research the history of the Morse Code. Create an example of a sentence in English and in Morse Code. How was it transmitted during the war? Present your findings on a large poster for your class.

   B. **Navaho Code Talkers Activity:** One famous type of secret code was developed by Navaho Indians during World War II. Navaho is an extremely complex language, and the code, combining the bravery and dedication of the Navaho communications experts, proved to be a valuable weapon. Research the history and work of the Navaho Code Talkers. Present your findings on a large poster for your class.

C. **Creating a Code:** Replacing a letter of the alphabet with a number creates a simple code, if the letter A corresponds with the number 1, the letter B corresponds with the letter 2, on so on. But what about more difficult codes? See if you can create a code that challenges you classmates, and your teacher, but can be translated into simple English once a person knows the secret – or cracks the code!

2. **Science and History:** Choose one of the topics below, or ask your science teacher for suggestions. When you have decided on your topic, begin researching it. Keep track of the sources that you have consulted. You should use at least three sources. They may be videos, books, online resources, or interviews. Some of the topics can become quite complicated. One of your responsibilities for this project is to take the difficult information that you've uncovered and "translate" it into information your classmates can understand easily. Once you've gathered your information, create a poster displaying your findings. Suggested topics: radar, jets, submarines, antibiotics, x-rays, nuclear energy, "DUKWs"(pronounced "ducks," amphibious vehicles), wireless phones.

SECTION TWO: GRADES 7 - 9

TO THE TEACHER:

Few topics can spark the interest of middle school students like World War II. Many young people come to the subject matter with some background knowledge—as well as preconceived notions and misinformation. For this age group, we recommend approaching World War II thematically. This gives them the chance to explore different aspects of the war in depth. It is, however, important that your students don't lose touch with the chronology of this era, since understanding the concept that history is a process of change over time is intrinsic to understanding history.

Several of the themes include primary sources, another key component to exploring the past. Primary sources may be particularly challenging for students who are not reading at grade level. If you have classes where the reading levels are low or uneven, we recommend that you divide the class into mixed-ability, small groups and use peer teaching to help with reading comprehension.

World War II offers a tremendous opportunity for team-teaching in the middle school grades. You will find that the activities in this manual encourage interdisciplinary applications that can get the art, music, language arts, math, and science departments involved. If you work with other teachers to create a special unit on World War II, your students will end up with some terrific projects and portfolios of which they will be proud. Refer to Chapter IV to see how you can create a special community night for your school with a World War II theme, where your students can display their projects—and their enthusiasm—for their parents and for neighboring participants in the World War II effort.

Please remember that the following activities are designed to be used along with a textbook and other resources in your classroom. These are enrichment materials that can add excitement and depth to your curriculum but should not completely supplant your pre-existing lessons.

The History Channel has prepared these materials in partnership with the National World War II Memorial Campaign. **We encourage you, your students, and your school to participate in the national effort to build the National World War II Memorial in Washington, D.C.** Please see our section on Community Events (Chapter IV) for suggestions on how you can get involved.

Project Objectives: By studying the causes and course of World War II and the character of the war at home and abroad, students will improve their chronological thinking skills, analyze cause-and-effect relationships, use historical analysis, and interpret primary sources and visual data.

National Standards: The following activities support the National Standards for History developed by the National Center for History in the Schools, Era 3, Standard 3, and the Curriculum Standards for Social Studies developed by the National Council for the Social Studies, Strands II, V, VI, and VIII.

Before You Begin: We recommend that you create a large, blank timeline covering the years 1929 to 1945. While you are studying World War II, students can fill in the timeline, labeling the dates with events they have learned about. Your class can decide as a group if a certain event should be indicated on this timeline, or you may leave it up to your students individually. Ultimately, the timeline may include, but not be limited to the following events:

- The Great Depression begins (1929).
- Stalin consolidates power in USSR; Japan conquers Manchuria; Mussolini sets up fascist government in Italy (1931).
- Hitler comes to power as Chancellor of Germany; Franklin D. Roosevelt becomes U.S. President; 1st concentration camp in Germany; Einstein emigrates to U.S. (1933).
- Italy invades Ethiopia (1935).
- German troops occupy Rhineland, violating the World War I Treaty of Versailles; U.S. athlete Jesse Owens wins gold medals at the Berlin Olympic Games; Mussolini and Hitler declare the Rome-Berlin Axis (1936).
- FDR signs bill to keep the U.S. out of war; Japan invades China (1937).
- Germany annexes Austria; Munich Pact; German invasion of Czechoslovakia; Kristallnacht (1938).
- Isolationist movement grows in U.S.; First jet is tested; Germany invades Poland; Britain and France declare war (1939).
- First peacetime draft in U.S. history; France falls to the Nazis; Battle of Britain; Japan invades Indochina (1940).
- Lend-lease program enacted; Germany invades Russia; Hitler orders Final Solution; Japan attacks Pearl Harbor; U.S. enters war (1941).
- Manhattan Project is launched; Penicillin becomes available; Battle of Midway; U.S. establishes internment camps for Japanese-Americans; Millions of U.S. women join work force for war effort (1942).
- Teheran Conference; B-17 Flying Fortress; Turning point in Pacific Theater (1943).
- Allies enter Rome; D-Day; Liberation of Paris; U.S. Troops return to the Philippines; Battle of the Bulge (1944).
- Yalta Conference; FDR dies; Mussolini is killed; Hitler commits suicide; Germany surrenders; Founding of the U.N.; Potsdam Conference; Dropping of the Atomic Bombs; Japan Surrenders; Nuremberg War Crimes Tribunal begins (1945).

Teaching World War II with Themes

We have selected six themes from World War II. You may use some of them, all of them, or add more according to your preference. Share these themes with teachers in other departments, so that they can join in the unit.

At least one class period should be devoted to each theme. Students should read history textbook selections of your choosing as homework, alongside the related projects suggested here. Individually or as small groups, they may be responsible for three projects on different themes during the whole unit. We suggest allowing one project to incorporate significant research and effort. The other two projects could be smaller in nature, while still demonstrating clear understanding of the subject matter. Each theme is supported by a variety of different project suggestions, including visual presentations (poster board, three panel project display, video-taped interview, or a scrap book), writing activity (such as a journal, script for radio news broadcast, letters home, an essay, or even exemplary note-taking), and performance (skits, music, oral presentation). The use of primary sources in support of at least one of these projects should be highly encouraged.

You may pre-establish your expectations for performance before you begin this unit. Another approach is to ask your students to set their own values on each of their projects, out of a total of 100%. You might find, for example, that one student worked particularly hard on a map of the European theater with terrific results for a visual presentation, while another wrote a series of carefully researched radio reports "From the Home Front" for a writing activity. Different themes, different projects – but each worth 50% credit. Of course, how you choose to evaluate your students' work is up to you. The above guidelines are simply suggestions that have worked successfully in other classrooms.

THEMES:

I. The Rise of Fascism - Germany, Italy, and Japan
II. Genocide and the Holocaust
III. Pearl Harbor and America's Response
IV. D-Day and the War in the Pacific
V. The Home Front
VI. Plans for Peace and the Atomic Bomb

Vocabulary:
Part of any social studies unit involves learning new vocabulary. You will find a glossary at the back of this manual that defines key words printed in bold.

Primary Sources:
For every theme, one short primary source will be provided to encourage the use of first person accounts in the study of history. Online sources will also be listed so that students can track down other primary sources. Interpreting cartoons, evaluating posters, and understanding the role of propaganda allow for student exploration of the historical experience, and examples of these are included for some themes.

I: THE RISE OF FASCISM - GERMANY, ITALY, AND JAPAN

Looking back on the 20th century, many historians trace the causes of World War II, including the rise of fascism, to factors created by World War I and by treaties signed at the end of the "Great War" (as World War I originally was called). After World War I, many countries faced severe money problems. Germany was particularly hard hit. According to the Treaty of Versailles, which ended World War I, Germany was required to pay large sums of money, called **reparations**, to the countries that had won the conflict.

By 1930, mass **unemployment** and economic **depression** led to bitter poverty in Germany, Britain, Japan, Italy, and the United States, as well as other countries around the world. In Germany and Italy, the economic depression weakened the existing governments. A political movement that believed in an extremely strong, national government, called **fascism**, became popular in these countries. Fascism included a sense of **nationalism** (a powerful sense of patriotism) that led to the belief that foreigners and minorities were inferior.

Beginning in the 1930s, many Germans supported the **Nazi** Party, a violently nationalistic organization. The Nazi Party declared that Germany had been unfairly treated after World War I, and that the Treaty of Versailles, signed in 1919, caused the economic depression. In 1933, Adolf Hitler, the leader of the Nazis, became chancellor of Germany. Known as *der Fuhrer* (the Leader), Hitler turned Germany into a military dictatorship. He preached that the Germans were a superior race, and that many minorities, including Jews, Slavs, Gypsies, and communists, should be oppressed, exiled, or worse. A persuasive speaker, he convinced his followers that Jews and other minorities were inferior, and the root of Germany's problems. Hitler built up the military forces in Germany, in violation of the Treaty of Versailles. Most, but not all, Germans believed that Hitler brought strength and courage back to their country, as well as prosperity. They were proud to be Germans, and proud to be Nazis.

The humiliation and poverty of the post World War I era was ending, but at a high price. The efficient ruthlessness and brutality of Hitler and his devoted followers, combined with *der Fuhrer's* spell-binding effect as a speaker to the crowds, created a horrifyingly powerful government, dedicated to the superiority of the **Aryan** race (white, northern Europeans) and the establishment of a new German empire. In 1936, Hitler sent troops to the Rhineland, an old section of Germany along the Rhine River, where they were not allowed, according to the Treaty of Versailles. Many Germans and Austrians were proud of this violation of the hated treaty, and other countries did nothing to stop it.

In Italy, the economic problems after World War I led to riots and strikes that severely disrupted the country. Many people began to support the Fascist Party, believing it would bring stability and prosperity back to the country. Benito Mussolini, leader of the Fascist Party in Italy, promised to restore Italy to its days of glory under the Roman Empire. Bowing to pressure from the growing Fascist Party, the king of Italy appointed Mussolini premier in 1922. Known as *el Duce* ("El Doo-chay," the Leader), Mussolini soon established a dictatorship. To establish the

greatness of Italy and create an empire, Mussolini invaded Ethiopia in 1936. The Italians, fighting with modern weapons against poorly equipped Ethiopians, conquered this African nation that same year.

Like Germany and Italy, Japan was intent on creating an empire. This small island nation resented the way western countries and heads of state determined that Japan should not expand. Military leaders gained increasing power over the Japanese government. Japan still had an emperor, named Hirohito (Hiro-he-tow), whom the people revered as a god, but it was primarily the military leaders who took charge of the country's operation. Like the Germans, the Japanese shared a strong military tradition. The army, navy, and air force grew in size and strength, and serving in the armed forces became an even more desirable and honorable goal for young men than it had been previously. Japan was the first of the fascist countries to successfully expand its empire, by invading Manchuria (in northern China) in 1931. Japan occupied most of eastern China by 1938, eventually seeking to bring all of Asia and the Pacific Ocean under its control.

What dates will you fill in on your timeline with this theme?

Discussion Questions

1. What does **fascism** mean? Why were German fascists called **Nazis**?
2. Much of the world was undergoing a severe economic **depression**, beginning in 1929. How might poverty and unemployment have contributed to the rise of fascism in the 1930s?
3. Many people don't realize that Hitler came to power legally. He did not overthrow an existing government or seize power through the military. Hitler was elected by the German people. Do you think that people in the United States would ever elect someone like that? Why or why not?
4. How did Mussolini come to power? How was this different from Hitler? What were the similarities ?
5. Describe the government of Japan. Is it surprising that Japan and Germany became partners in World War II? As a group activity, make two lists on the chalk board, showing the differences and similarities of fascist Japan and Germany.

Projects

(Refer to *Resources* section for print, video, and electronic sources)

1. **The Rise of Hitler:** What were the conditions in Germany in the 1930s that allowed for Adolf Hitler's rise to power? Create a chart that indicates the many factors that contributed to his success. Or, pretend you are a journalist in Berlin, and write a series of dispatches about what you are witnessing between 1933 and 1936.
2. **Benito Mussolini – A Character Study:** Using a variety of sources, prepare an outline on the life of Mussolini, including his childhood, external influences, his rise to power, and his role in World War II. Be prepared to give an oral presentation to your class about your findings.
3. **Japan before Pearl Harbor:** Japan was a small, **pre-industrial** island without a centralized government prior to 1868. How did it become one of the strongest nations in the world in such a short time? Create a timeline illustrating Japan's development. Or, investigate Japan's invasion of Manchuria. How did Japan justify this aggressive act? Write an outline, or give a classroom presentation on your findings. Make sure you include your resources.
4. **Hitler's Use of Propaganda:** One historian has observed that, "the Nazis used propaganda as a powerful weapon." How can art, posters, and movies be weapons? Research the use of propaganda by the Nazis, and explain this observation. Give specific examples. Display your findings on a poster or give an oral presentation.
5. **Primary Source Questions:** Students should read the following excerpt and respond to the questions below.

Recollections of Margrit Fisher (born 1918, Bremen, Germany).

"The mood of the country was explosive, and Hitler's slogans, which came more and more into the public sphere after 1931, resonated well among the people. At that time he never spoke of war. He promised us that unemployment would end, and that Germany would once again take its place in the world as a state worthy of respect. And I think that was probably the key thing, for the Treaty of Versailles had cut to the root of Germany's self-respect, and a people cannot survive for long without self-respect. So this man was not only admired but welcomed, longed for. When the change of power happened, and the streets were suddenly peaceful and clean, and there was no more fighting – then all of us, who hadn't really been for Hitler necessarily, were initially greatly relieved."

[From *The Century*, by Peter Jennings and Todd Brewster, (Doubleday, 1998), p. 171.]

1. How old was Margrit Fisher in 1931? Does her age at that time provide you with any information about her impressions?
2. What does the author mean when she says that Hitler's slogans "resonated well among the people?"
3. Why does the author say that Hitler was "longed for?"
4. The author states that "people cannot survive long without self-respect." Do you agree or disagree? Why or why not?

II: GENOCIDE AND THE HOLOCAUST

From the moment Hitler came to power, he took steps to gain absolute power over the German government and people. In order to achieve total control, Hitler demanded that the German people love their nation above all else, even if that meant forgetting the difference between truth and lies, right and wrong. Hitler used the ideas of nationalism to establish a Nazi dictatorship. In this **dictatorship** the Nazi national government became so strong, cruel and ruthless that it became almost impossible for people to oppose its laws and policies. Any German who refused to obey the Nazi government was considered a danger to the nation, an **"enemy of the state."** The Nazi government spread its message of extreme nationalism through speeches, posters, radio programs, movies, textbooks and newspapers. This **propaganda** convinced many Germans that Hitler could end the humiliation and poverty of the post World War I era. In return, many Germans began to believe that it was their duty to serve their nation and their *Fuhrer*.

To make sure that no one could challenge his power, Hitler first got rid of his political **opponents**. Those who were not convinced by Nazi propaganda to serve Hitler were silenced by more ruthless forces. Hitler created his own private army and transformed the police force into an army of terror. The Nazi army and police silenced **communists, socialists** and members of other political parties who did not agree with the Nazi government. Pro-Hitler forces brutally murdered the leaders of these parties and sent hundreds of thousands of political opponents to **concentration camps** where many of them died from starvation, exhaustion, disease, and brutal treatment. Hitler's **Third Reich** was a military dictatorship in which people had very little choice but to follow his orders. There was no room in the Third Reich for people who did not agree with Hitler's ideas.

Once they silenced their political opponents, the Nazis aimed their **terrorism** at others whom they labeled as "enemies of the state" because they supposedly did not fit into Hitler's vision of a German Empire destined to rule Europe. Hitler needed German men, women, boys and girls to believe that they were more intelligent and capable than all other people. If they were superior, then the German Empire would be a superior nation, prepared one day to take over the world. But when Hitler said German, he meant something very specific. According to Hitler, ideal Germans had white skin, blond hair, and blue eyes or they had evidence of their German, Christian ancestry. Anyone who did not fit this profile was thought to be inferior and a threat to the nation.

Hitler used science to help convince people that certain **civilians** were "enemies of the state" and should be removed from the Third Reich. He claimed that people who were not ideal Germans polluted the nation and stopped it from becoming the world power that it had the potential to be. In order to define an ideal German, Hitler turned to those scientists who divided the world's people

into races and contended that scientific principles could prove that certain races were better than others. These scientists helped the Nazi government put these racist ideas in practice. They said that race determined blood, character, and brain size. According to Hitler and Nazi laws, anyone who did not belong to the "**Aryan race**," was an "enemy of the state." Since the theory was supposed to be scientific, many Germans believed in its conclusions. After Hitler came to power, Nazi teachers began to teach racial science in their classrooms. They measured the students' skull size and nose length, and recorded the color of their eyes and hair in order to determine whether the students belonged to the "Aryan race." As you can imagine, the students who did not fit into this category were often humiliated by the results.

Using the ideas of scientific racism, the Nazi government created a violent program to **eradicate** all of the people who did not fit into the "Aryan race." There were many people living in Germany and the rest of Europe who did not fulfill the required traits of an "Aryan." The Nazis **persecuted** these minority groups. There was no place in Hitler's Germany for the physically and mentally handicapped and other individuals who did not measure up to the ideal German. Hundreds of thousands of disabled individuals, **Gypsies, Slavs**, and homosexuals were sent to concentration camps where most of them died. The Nazis considered all of these groups to be inferior and undesirable; a threat to the nation's progress.

While the Nazi government persecuted almost all minorities, Jews were the main target of Nazi hatred. On the night of November 9, 1938, violence aimed specifically at the Jews broke out in the streets of the Third Reich. Police and many German civilians stood by while Nazi mobs destroyed thousands of synagogues and Jewish businesses and homes. This night came to be called **Kristallnacht**, the "Night of Broken Glass," for the shattered glass from the store windows that littered the streets. This night marked a **pivotal** moment in the **escalation** of Nazi violence committed against the Jews. The morning after Kristallnacht, 30,000 German Jewish men were arrested for the "crime" of being Jewish and were sent to concentration camps. On the eve of World War II, this event **foreshadowed** the terrible violence that Jews all across Europe would endure until the end of the war.

The crimes committed against the Jews in Nazi Germany have been remembered as the **Holocaust**. The Nazis murdered more than six million Jews from all over Europe. It is astonishing to think that by 1945, two out of every three Jews in Europe had been killed. The Nazis almost achieved the "**Final Solution**," their plans for the **genocide** of the Jewish people in Europe. The Nazis built **extermination camps** which were factories for killing. They hunted down the Jews of Europe, packed them into cattle cars, and sent them to be slaughtered. Millions of Jews suffocated to death in the **gas chambers**. To carry out the "Final Solution," the Nazis gassed, starved, shot and committed other random acts of violence against Jewish men, women and children. The Holocaust is remembered today as one of the most violent and horrific events in history. Jews and their supporters made many courageous efforts to resist the Nazis, but the conditions were so **oppressive** that resistance was often impossible. Most Jews could not escape the perils of the racist Nazi dictatorship.

What dates will you fill in on your timeline with this theme?

Discussion Questions

1. What is nationalism? How did Hitler abuse the ideas of nationalism to create his dictatorship?
2. In what ways did Hitler use nationalism to silence of political opponents in the Third Reich? In what ways did Hitler use nationalism to increase prejudice against disabled people? Compare and contrast these developments.
3. How does science influence the way people think? Why did Hitler use science to justify his hatred of the disabled, Gypsies, Jews and other minorities? Try to give an example to support your answer.
4. As you know, much of the world was experiencing a severe economic depression when the Holocaust began. How might poverty and unemployment contribute to the rise of racism and **antisemitism**?
5. What was the Holocaust? How was it genocide?

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6. The Holocaust is considered to be the most horrific genocide in modern history. However, genocide has occurred throughout history and continues to occur in the world today. Do you think that genocide could happen in the United States? Why or why not?

7. During the Holocaust many countries and individuals supported the Nazis. These collaborators actively helped the German government carry out the "Final Solution." There were also countries and people who remained bystanders during these years. What does bystander mean? What effect did bystanders have on the Holocaust? (Refer to *Resources* section for print, video, and electronic sources)

Projects

1. **Holocaust Monument Model:** *Monuments have been built many places in the world to commemorate the Holocaust–its victims and survivors. Many of these monuments were designed by artists and architects who chose the location, materials, shape, and details to best express their message.* With two other students, pick a Holocaust monument to research. It would be ideal to choose a monument that you can visit. If you cannot visit one, make sure to find photographs of it. Build a model of this monument and write a guide which explains how each feature—location, materials, shape, details—commemorates the Holocaust. Does the artist/architect have a specific message s/he wants to express? How does the monument impact the visitor? These questions should be addressed in your guide as the introduction and conclusion, respectively.

2. **"The Night of Broken Glass"–A Journal Entry:** It is November 10, 1938, the morning after Kristallnacht. Pretend to be a Jewish butcher, a police officer, an unemployed looter, a young Gypsy girl who peeked out through a window, or any other individual who might have been in Berlin in 1938. Write a journal entry about what you experienced during Kristallnacht. You want to capture every detail in writing because you know that this was a very important night, for you and for Germany. What did you see, do, hear, smell, think and feel? Did you expect that something like this would happen? Why or why not? How will this event effect your life?

3. **1936 Berlin Olympics–Interview with Jesse Owens:** *In 1936, Germany hosted the summer Olympics in Berlin. Hitler had ordered a huge propaganda campaign claiming that Aryan superiority would win the games for the Nordic countries. After debating whether to support Olympic games hosted by the Nazi regime, the United States agreed to participate, sending a team of athletes which included eighteen African Americans. Much to the embarrassment of the Nazis, African American athletes won 14 medals, nearly one-fourth of the 56 medals awarded to the United States team in all events. Jesse Owens, the son of Alabama sharecroppers, became the hero of the Olympics by winning four gold medals and breaking several world records. Many American journalists hailed the victories of these African American athletes as a blow to Nazi racism and the Nazi myth of Aryan superiority. Many journalists also recognized the irony of their victory in racist Germany when these African American athletes returned home to face continuing discrimination.* With a partner, write an interview with Jesse Owens immediately after his Olympic victories. Use the Internet and the library to help you think of questions to ask Owens about his experiences in the 1936 Berlin Olympics and in the United States. You can start your research on the Internet at these Web sites: www.ushmm.org/olympics, www.jesse-owens.org, www.thenation.com/extra/olympics/olympics.htm, and make sure to check out the article "Issues and Men" by Oswald Garrison Villard at www.thenation.com/extra/olympics/081536b.htm.

4. **Freedom of Expression Debate:** *The Nazi government controlled all forms of expression in the Third Reich. Newspapers*

could not be printed without the government's permission and people who spoke out against the government were brutally silenced. Why was this censorship so important to Hitler's rise to power? What does this tell you about the role of the press and the importance of freedom of speech? What opinions do you have about freedom of speech? The Nazis obviously took censorship to an extreme, but do you think that there should be some limitations placed on freedom of speech? Why or why not? Find five other students to help you prepare for your debate. Three of you will argue that freedom of speech should never be limited; the other three students will argue that freedom of speech should be limited. In order to make the strongest arguments, each team should do research on the Internet and at the library. Try to find at least two specific examples to support your side of the argument and to refute your opponents' argument.

5. **Identity:** The Holocaust raises many important questions about identity. These questions are relevant to any individual living in a society with different kinds of people. The Nazis created a very narrow definition of what it meant to be German. Many people did not fit into this definition. Many people defined themselves differently than the Nazi laws and propaganda defined them. *What does identity mean to you? How do you define yourself? How do others define you? Write a personal essay about a moment when someone defined you in a different way than you see yourself. What did you learn from this experience?*

6. **Poster Project:** *Hitler and his followers killed approximately 5 million civilians along with 6 million civilian Jews.* Research one of the groups the Nazis targeted and present your findings on a poster.

7. **Primary Source Questions:** Students should read the following excerpt and respond to the questions below.

Urgent Telegram from Munich to All Political Police Headquarters and Stations on November 10, 1938, 1:20 am

"The local political authorities are to be informed that the German police have received from the Reichsfeuhrer SS and the Chief of the German police the following orders to which the actions of the political authorities should be correspondingly adjusted:

a) Only such actions may be carried out which do not threaten German lives or property (e.g., burning of synagogues only when there is no threat of fire to the surroundings.)
b) Stores and residences of Jews may only be destroyed but not looted. The police are instructed to supervise compliance with this order and to arrest looters.
c) Special care is to be taken on commercial streets that non-Jewish businesses are completely secured against damage.
d) Foreign citizens, even if they are Jewish, may not be molested...

As soon as the course of events during this night allows the assigned police officers to be used for this purpose, as many Jews–particularly affluent Jews–are to be arrested in all districts as can be accommodated in existing detention facilities. For the time being, only healthy male Jews, whose age is not too advanced, are to be arrested. Immediately after the arrests have been carried out, the appropriate concentration camps should be contacted to place the Jews into camps as quickly as possible. Special care should be taken that Jews arrested on the basis of this instruction are not mistreated."

[From *National Archives*, Washington D.C., cited on www.ushmm.org, *the United States Holocaust Memorial Museum Web site.*]

1. Why did the author of the telegram warn local Nazi political authorities that German police had received orders "to which the actions of the political authorities should be correspondingly adjusted." Who does this suggest was planning and participating in the rioting?
2. Why were the police told that Jewish-owned stores and residences "may only be destroyed but not looted?" What would police accomplish by arresting looters while allowing the destruction of these businesses and homes?
3. Why would the Nazis want to prevent the harassment of "foreign citizens, even if they are Jewish?"
4. Why would the police be ordered to arrest "particularly **affluent** Jews?" What kind of impact do you think these actions had on Jewish families and communities?

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III: PEARL HARBOR AND AMERICA'S RESPONSE

Hitler and Mussolini were not perceived as dangerous threats by outside observers when they first came to power. Other European nations found the Italian premier more like a pompous gangster than a political leader. Hitler, with his little mustache and stiff-legged walk, seemed almost like a comedy character. But by 1938, people stopped laughing. It was clear that the rise of fascism threatened world peace. One year earlier, Japan had joined Germany and Italy in the "**Anti-Comintern Pact**," supposedly to fight **communism**, creating what became known as the Rome-Berlin-Tokyo Axis–the **Axis Powers**.

In March, 1938, Hitler forced Austria to unite with Germany, claiming that all members of the German race belonged to one country. Within twelve months, he had seized Czechoslovakia. Britain and France, in the vain hope that this invasion would satisfy the Nazis' appetite for empire, did nothing. But on September 1, 1939, German tanks rolled into Poland.

Prompted by the invasion of Poland, Britain and France declared war on Germany. But they were unprepared for the speed and ruthlessness of the Nazis. Hitler, now dictator over a country he called "the **Third Reich**" (*Rike* – which means empire), conquered Poland in less than a month. He then turned his attention west, moving his well-equipped troops, tanks, and aircraft into Denmark, Norway, Belgium and the Netherlands. On June 14, 1940, the red, white, and black **swastika** flag flew over Paris. France had fallen to the Nazis. Britain was the only Western power still free from Hitler's oppression.

It is important to remember that freedom fighters in all of the conquered nations continued to resist their fascist enemy. Operating in secret, constantly fearing betrayal, these resistance fighters did whatever they could to undermine the Nazis' power. However, the German Army was ruthless, well-trained, and well-armed, and "**underground resistance**" alone could not vanquish this tremendous power.

Meanwhile, the citizens of the United States were divided over their role in this new world-wide conflict. Many were **isolationists**, who did not want to repeat their experiences of World War I, sending American boys to be slaughtered, once again, on European battlefields. Events in Europe and in Asia seemed too far away to warrant U.S. involvement. Others, known as **internationalists**, believed that the security of the United States required intervention.

When Hitler began the Battle of Britain in the summer of 1940, more Americans recognized the threat that the Nazis posed to their country. During the continuous bombing of London, known as the "**Blitz**," whole neighborhoods were destroyed and thousands of civilians were killed. President Franklin Roosevelt communicated secretly with Winston Churchill, Prime Minister of Great Britain, and, with Congress, sent the British "weapons of defense," but he did not declare war against the Axis powers. Roosevelt knew that too many Americans opposed the United States' involvement in the overseas conflict to warrant such a declaration.

The Third Reich continued to expand, into Hungary, Romania, Bulgaria, and finally Greece. With Mussolini's troops, the German army swept into North Africa, where the British fought them in the desert. Then Hitler turned his sights on the Soviet Union, led by Joseph Stalin. Hitler and Stalin had signed a **non-aggression pact** in 1940, supposedly shielding Stalin from Hitler's wrath. But a mere piece of paper was no deterrent to *der Fuhrer*, who launched an attack on his former Russian ally in June. By 1941, Great Britain stood alone as the last European democracy against the Third Reich.

Japan, one of the Axis powers, continued to expand its empire in Asia. When it seized French Indochina (later known as Vietnam), President Roosevelt cut off trade with the Japanese, particularly halting the exportation of oil which the Japanese needed badly. But the "**Empire of the Rising Sun**" knew that oil could be found in

Asia – in Indonesia, where their next conquest would be. Roosevelt sent General Douglas MacArthur to the Philippines, an American protectorate, to be in charge of all U.S. forces in the Far East. The relationship between Japan and the United States continued to deteriorate.

On Sunday morning, December 7, 1941, Japan bombed Pearl Harbor, Hawaii in a surprise attack. Pearl Harbor was where the U.S. Pacific fleet was headquartered. Hundreds of Japanese bombers devastated 18 American navy ships, including the USS Arizona and other battleships. The bombs ruined all the American military planes, and killed over 2,000 soldiers, sailors, and **civilians**. On the same day, the Japanese attacked British and American military bases throughout the Pacific, including Hong Kong and the Philippines.

The following day, the United States declared war on Japan. Italy and Germany retaliated by declaring war on the United States. The wars in Europe, North Africa, Asia and the Pacific had become one international conflict, with the Axis powers ranged against the **Allies**. Twenty-six countries joined together to fight the onslaught of fascist expansion throughout the world, but there were three Allied Powers: Great Britain, led by Prime Minister Winston Churchill, the Soviet Union, led by Premier Joseph Stalin, and the United States, led by President Franklin D. Roosevelt. While the Soviets fought against the Nazis on the **Eastern Front** of Europe, the British and the United States sent troops against Japan in the Pacific and against the Axis Powers in North Africa and southern Europe.

Initially, the Allies did not make much headway against Japan. But thanks to American **cryptologists** who **deciphered** the Japanese naval code, the United States Navy, led by Admiral Chester Nimitz, won an important victory at Midway Island in June, 1942. Losses on both sides were great, but it was Japan that suffered a major defeat. The Battle of Midway was a turning point during the Pacific War. From that time on, the United States went on the **offensive** in the Pacific, pursuing a policy of "island-hopping," with Admiral Nimitz moving westward from Hawaii, and with General Douglas MacArthur moving north from Australia. U.S. forces gained an important foothold on the island of Guadalcanal in August 1942. As at Midway, the military struggle with the Japanese was long and **arduous**. It took the American troops six months, until February 1943, to finally force the Japanese to abandon the island. With the subsequent conquest of the island of New Guinea in August 1944, the Americans, led by General Douglas MacArthur, effectively halted the Japanese advance and cleared the path toward the Americans' final targets – the Philippine Islands and Japan itself.

Germany had stunned the world with its rapid conquest of Europe. It continued its relentless bombing of Britain. "Wolf packs" of Nazi submarines haunted the North Atlantic, sinking U.S. supply ships headed for our Allies. German "**U-boats**" even torpedoed ships right off the coast of the United States. The Allies finally cracked the German naval code, uncovering where the u-boats were lurking, which helped them regain control of the vital shipping lanes in the North Atlantic.

Initially, President Roosevelt wanted to attack Hitler immediately from the English Channel. But Winston Churchill did not want to meet the German forces head-on in France until the Nazis had been weakened. He did not want to repeat the disastrous and deadly trench warfare of World War I. Instead, he convinced the United States to join with Britain in attacking German-held territory in North Africa, and to bring the Allied forces up "the boot" of Italy. By May, 1943, the Nazis retreated from North Africa, suffering heavy losses. One month later, the Allies landed on the Italian island of **Sicily**. Mussolini's government quickly collapsed. The Italians were eager to end their part in the war. But powerful German forces fought against the Allied troops in Italy. It was not until June, 1944, almost a year later, that the Allies finally liberated Italy from Nazi control. Meanwhile, Roosevelt, Churchill, and their excellent generals planned the greatest of all the Allied attacks, across the English Channel, into the heart of Nazi-held France.

What dates will you fill in on your timeline with this theme?

Discussion Questions

1. What act of Hitler began the war in Europe? Why were the Nazis able to conquer so much land so quickly?

2. What was the "underground resistance?" Why was it not more successful?
3. Why did the United States delay joining the war? What did the isolationists believe? What did the internationalists believe?
4. President Roosevelt referred to the United States as the "arsenal of democracy" before we entered the war. What did he mean by this?
5. Who were the Axis Powers? What were their aims in World War II?
6. What was the Blitz? Why would that be such an effective strategy? Why do you think it ultimately failed against the British?
7. How important is **morale** during wartime?
8. Describe the event that caused the United States to declare war against Japan. What happened in the Pacific Theater after that?
9. How did Roosevelt want to attack the Germans? How did Churchill? Who do you think was right?

Projects

(Refer to *Resources* section for print, video, and electronic sources)

1. **Understanding the War through Maps:** Create a map about World War II from September 1939 until May 1944. You can use a map of Europe or of the Pacific. Use one color for all the countries that were held by the Germans or the Japanese, depending on the map you are creating. Mark the date they were conquered. Use another color for neutral countries. With a blue marker, draw arrows to show where the Allied troops pushed the Axis powers back. Mark the dates of important battles. Don't forget to create a key to the colors.
2. **Deciphering codes:** was an important part of the war effort. Research code breaking or code making during World War II. Suggested topics are Navaho Code Talkers, the Titan Code, and the Enigma. Or, create your own code in math class. Give a presentation of your work to your class. Other code projects include: the Battle of Midway – Code Breaking and the Turning Point in the Pacific Theater; How the United States developed Codes during World War II; Breaking the Nazi Naval Code to Destroy the "Wolf Packs."
3. **Biography Project:** Joseph Stalin, Winston Churchill, and Franklin Roosevelt were very different types of men. Each of them, however, was a brilliant leader. Choose one of these individuals and research his life. Write a biography of that individual, beginning with his childhood. Compare your findings with other students' reports on the two other world leaders. Or, prepare note cards about that individual. Give an oral presentation to your class. You may dress as that person for the presentation. For either project, make sure you record the resources you used for your research.
4. **Creative Writing Project:** Imagine you are living in London during the Blitz. Write a three-page journal about your experiences. What did you see, hear, smell? What did you eat? Describe the experience of living in a city that was continuously bombed at night.
   Or, imagine you are a visitor in Honolulu. Write a letter home to your family about witnessing the bombing of Pearl Harbor.
5. **Primary Source Questions:** Students should read the following historical document and answer the questions.

Excerpts from ***Franklin D. Roosevelt's Speech to Congress, December 8, 1941, asking for a declaration of war against Japan.***

"Yesterday, December 7, 1941, a date which will live in infamy—the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan...
The facts of yesterday speak for themselves. The people of the United States have already formed their opinions and well understand the implications to the very life and safety of our nation.
As commander-in-Chief of the Army and Navy, I have directed that all measures be taken for our defense.
Always will we remember the character of the onslaught against us. No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will

win through to absolute victory...
I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7th, a state of war has existed between the United States and the Japanese Empire."

For the entire speech, see Primary Sources at the back of this manual.

1. The phrase, "a date which will live in infamy," has become one of the most famous phrases in American history. What exactly does it mean? Why do you think it has become so famous?
2. Why does Roosevelt say, "The facts of yesterday speak for themselves?" What is he referring to?
3. What does he mean by the phrase, "the American people in their righteous might will win through to absolute victory?" Why do you think he included the word "righteous?" What makes a victory absolute?
4. Roosevelt was addressing Congress when he gave this speech, possibly the most famous speech of his lengthy career. Who else do you think he was speaking to? Who else might be listening on radio?
5. Why is it important to know who is the intended audience when you analyze an historic speech?
6. Why does the President of the United States have to ask Congress to declare war?

IV: D-DAY AND THE WAR IN THE PACIFIC

War in Europe

Once the Allies had decided upon a cross-channel invasion of France, they began **amassing** enormous supplies of **munitions** and troops, totaling nearly 3 million men. American General Dwight D. Eisenhower was selected to lead the Allied forces into France. Although Americans formed the majority of those involved in the military campaign, the British and Canadians also committed troops. During the months leading up to the scheduled invasion, the Allies focused on dropping enough bombs to take out French rail centers and road networks, effectively isolating the Normandy region of France, where the invasion was scheduled to occur. Final plans for the invasion were kept very secret – even many of the soldiers did not know where they would be landing. The Germans expected the Allies to land at the narrowest part of the English Channel, and Eisenhower encouraged this expectation by focusing the Allied bombing campaign in this region. Despite this successful **subterfuge**, the Allies still encountered stiff resistance from the Germans when they landed at a series of points farther east along the Normandy coast on *D-Day, June 6, 1944*, a day later than originally planned. (The invasion had to be postponed due to bad weather.)

The D-Day invasion was a **masterful** coordination of Allied land, sea and air power. The night before the attack, the Allies dropped **paratroopers** behind the German lines. With this advance force on French soil, airplanes and battleships bombarded the German defenses, while some 4,000 ships landed troops and supplies on the Normandy beaches. After several days of intense fighting, the Allies secured the beachhead and then managed to break through the German forces encircling the Normandy landing zone.

From the beaches of Normandy, the Allied Forces pushed southward across France. Little more than two months after D-Day, Allied forces, with the help of the French "**underground resistance**," arrived in Paris. In August 1944, the Allies liberated the **jubilant** city from four years of German occupation. By mid-September, the Allies had driven the Germans almost completely out of France and Belgium. Another Allied victory against Hitler's forces on Germany's western border at the Battle of the Bulge, in December 1944, ended serious German resistance in the west. Soviet troops, meanwhile, were sweeping westward across central Europe and into Eastern Germany. The final blow to Hitler's German army occurred the following spring, when General Omar Bradley's Allied troops, pushing eastward, met up with Russian forces on the outskirts of Berlin.

As the Allies moved into Germany, they encountered the horrific sight of Nazi **concentration camps**, where the Nazis had been systematically murdering "undesirables," including millions of Jews. Even though the Allied leaders had known about Hitler's campaign of **genocide** for some time, neither the Allied soldiers nor the rest of the world were prepared for the extent of human misery that they found. Only as the Allied forces began liberating the

camps did they grasp the full dimensions of the "**Holocaust**." With the Allied forces virtually at his doorstep, Adolf Hitler killed himself in his bunker in Berlin on April 30. The remaining German forces surrendered unconditionally on May 8, 1945, bringing "V-E Day," Victory in Europe. Unfortunately for the United States, Americans were facing their own tragedy. President Roosevelt, having suffered years of medical complications, had died suddenly on April 12, 1945. Vice President Harry Truman had to shoulder the responsibility for leading the United States out of war.

War in the Pacific

In the Pacific, American forces, using a combination of air and sea power, were chipping away steadily at the Japanese Empire. American submarines launched constant attacks, ultimately destroying nearly 50 percent of Japan's merchant fleet. American bombers, meanwhile, operating from captured Pacific islands, were reducing Japan's fragile cities to cinders.

American ground troops, under the command of General MacArthur, continued to push toward the Philippines, landing at Leyte Island in October 1944. The Japanese used nearly their entire fleet against MacArthur's troops in the three decisive battles of Leyte Gulf, making this the largest naval engagement in history. Despite this impressive showing by the Japanese, the Allied forces under MacArthur prevailed. Such victories in the Pacific, however, did not come easily. While the Allies captured the key city of Manila in March 1945, fierce Japanese resistance prevented them from fully conquering the islands until July, at the horrific cost of 60,000 American lives.

Even as the Japanese naval fleet suffered defeat after crushing defeat, the imperial forces seemed only to increase their resistance. In March 1945, American marines gained control of the tiny, but strategically located, island of Iowa Jima, but only after losing more than 20,000 more soldiers than they had ever lost in any single battle. At the subsequent Battle of Okinawa, which lasted a wrenching three months, the Japanese demonstrated even greater determination to resist the Allies. During the battle, a steady stream of Japanese **kamikaze** pilots crashed their bomb-laden planes onto the decks of the invading American naval fleet. The cost in human lives of this strategy was enormous: over 100,000 Japanese and nearly 50,000 Americans died in the siege.

Severely crippled by the American campaign, the Japanese began to explore options for peace through **envoys** in Russia. Japan, however, showed no willingness to surrender unconditionally, as the Allies insisted. Meeting together at Potsdam, a suburb of Berlin, in July 1945, Churchill, Truman and Stalin issued Japan a stern **ultimatum**: surrender or be destroyed. When Japan refused, the United States, faced with a mounting death toll, carried out its threat. On August 6, the U.S. sent a lone American bomber to drop an atomic bomb on Hiroshima, Japan, killing some 80,000 people instantly and wounding tens of thousands of others. When the Japanese still failed to surrender, even in the face of invading Soviet forces, the U.S. decided to act again. Three days later, on August 9, American pilots dropped a second atomic bomb on the city of Nagasaki. Unable to resist further, Japanese leaders sued for peace on August 10, 1945, asking only that their Emperor, Hirohito (Hiro-he-tow), be allowed to remain on his throne, though stripped of power. Four days later, the Allies

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accepted Japan's conditions. On September 2, 1945, the Allies held official surrender ceremonies in Tokyo Bay, while Americans at home celebrated "V-J Day"– Victory in Japan.

Despite Americans' wild victory celebrations at V-E and V-J days in 1945, the costs of four years of military conflict hung heavily over the nation. More than 300,000 members of the American armed forces had been killed in combat, with more than three times that number wounded. Yet heavy though these losses were, Americans actually suffered relatively little in comparison with others engaged in the military conflict. While much of the rest of the world lay in ruins, the United States emerged from the war in a position of **unprecedented** power, poised to assume leadership of the "free world."

Which events will you put on your timeline for this theme?

Discussion Questions

1. What steps did the Allied forces take to throw the Germans off course during their invasion of Normandy? Why was the coordination of air, sea and land power so important to the Allies' victory?
2. What sequence of events prompted Hitler to commit suicide in 1945? Why do you think that the Germans surrendered so quickly after that?
3. What Japanese military strategy made the Battle of Okinawa in the Pacific so costly in terms of human lives? How do you think that this strategy affected the morale of American soldiers?
4. How did Japan's approach to military engagement influence Truman's decision to drop the atomic bomb? How important do you think that the bomb was in prompting Japan's surrender?
5. Even though Americans suffered terrible losses during World War II, why were they spared so much of the destruction that other places suffered? How do you think that this avoidance of physical destruction affected the United States' global position after the war?

Projects

(Refer to *Resources* section for print, video, and electronic sources)

1. **Culture and Warfare:** Even after the bombing of Hiroshima and Nagasaki, the Japanese agreed to surrender only if Hirohito could remain on his throne. Do additional research on Japanese culture and society to find out why this would have been so important to the country. Write a short research report explaining how you think that this culture shaped the fierce resistance displayed by the Japanese in the war of the Pacific.
2. **Mapping the War in the Pacific:** The above narrative mentions only a select few of the battles in the Pacific. Working with a good textbook and a map of the Pacific, trace the concurrent land and sea campaigns of General Douglas MacArthur and Admiral Chester Nimitz, as they moved toward Japan. Use a different color to show the progress of each campaign and mark the date that each island was captured by American forces. What conclusions can you draw about the strategic importance of these islands?
3. **Liberating the Concentration Camps:** Research the major concentration camps in Europe, examining German policies of extermination and the treatment of Jews and other prisoners in the camps. Imagine that you are an American soldier writing home about the liberation of these camps. What details will you include in your letter? Will you talk about what you see, smell, hear, feel?
4. **The Liberation of Paris:** Imagine that you are a reporter in Paris at the liberation of the city. Write a newspaper report describing the street scene as the Allied Forces marched down the Champs-Elysee (the main thoroughfare in the city). It may be helpful first to read some newspaper articles in your current paper to understand the style in which a journalist writes. Collect your classmates' dispatches and "publish" them in a class newspaper.
5. **Primary Source Questions:** Students should read the following excerpt and respond to the questions below. Then, divide students up into small groups to discuss questions 4 and 5.

After each group has had a chance to look more closely at the document and think about these questions, bring the class back together to discuss the differences between "history" and "Hollywood."

Description of Hedgerow Fighting in Normandy by Ernie Pyle

Pyle was an American reporter who accompanied Allied troops in the invasions of Italy, North Africa and Normandy. Pyle reported from the front lines with personal stories about the soldiers' lives and later collected his reports in two books, published in 1943 and 1944. At the U.S. landing in Okinawa, Pyle was killed by Japanese gunfire.

"I want to describe to you what the weird hedgerow fighting in northwestern France was like...The fields were usually not more than fifty yards across and a couple of yards long. They might have grain in them, or apple trees, but mostly they were just pastures of green grass, full of beautiful cows. The fields were surrounded on all sides by the immense hedgerows—ancient earthen banks, waist high, all matted with roots, and out of which grew weeds, bushes, and trees up to twenty feet high. The Germans used these barriers well. They put snipers in the trees. They dug deep trenches behind the hedgerows and covered them with timber, so that it was almost impossible for artillery to get at them... It was slow and cautious business, and there was nothing dashing about it. Our men didn't go across the open fields in dramatic charges such as you see in the movies. They did at first, but they learned better. They went in tiny groups, a squad or less, moving yards apart and sticking close to the hedgerows on either end of the field. They crept a few yards, squatted, waited, then crept again. This hedgerow business was a series of little skirmishes like that clear across the front, thousands and thousands of little skirmishes. No single one of them was very big. Added up over the days and weeks, however, they made a man-sized war – with thousands on both sides getting killed...In a war like this everything was such confusion that I never could see how either side ever got anywhere..."

[From Stephen Ambrose and Douglas Brinkley, editors. *Witness to America*, p. 385-387.]

1. How did the Germans use the hedgerows in Normandy to their advantage? What were snipers? Why did they work so well in this terrain?
2. How might this type of fighting have been demoralizing to the soldiers? Explain your answer using Pyle's description.
3. What do you think that Pyle was trying to convey in talking about the green fields, trees, and "beautiful cows?" Do you think that his tactic was effective?
4. How does Pyle's description compare to movies that you have seen of fighting during World War II?
5. Which view is more glorifying? Why do you think that is?

V: THE HOME FRONT

The attack on Pearl Harbor ended American isolationism. It also ended the lingering effects of the Great Depression, because American industry swung into full production to support the war effort. Although the creation and shipment of **armaments** to the Allies prior to 1941 had strengthened the economy, the declaration of war turned the United States into an industrial powerhouse. Of course, that didn't happen over night, and it did not happen without creating some social tension. For it meant that new types of workers, particularly women and minorities, found employment in factories where, previously, the majority of the workers had been white men. It seemed that everyone in the country, no matter where they lived or worked, wanted to help out the war effort.

In January 1942, one month after the United States joined World War II, Congress created the War Production Board (WPB). This agency oversaw the conversion of industrial production from peace time to the requirements of war time. "Auto makers switched to producing tanks, makers of shirts switched to mosquito netting, model train plants to hardware, and the makers of refrigerators, stoves, and cash registers to munitions." *Many consumer goods became scarce, as factories were now producing goods exclusively for the military. Other resources, like gasoline, oil, tires, and many foods, such as sugar, coffee, and meat were **rationed**.

Despite rationing and shortages, most **civilians** prospered during the war, because there

were so many jobs available. It wasn't a time to be lazy – everyone was asked to pitch in and do his or her share. People across America showed a **burgeoning** patriotism and a willingness to work hard on the home front, to make the necessary sacrifices to win the war. Colorful posters urged citizens to recycle "trash," to car pool, and to buy **war bonds**. They reminded civilians to support the troops overseas, with letters and commitment to the Allied cause. Many posters, created by the federal government, urged women to join the industrial workforce, and "free a man to fight."

World War II was an important turning point in the status of women in the United States. With millions of men joining the military service, traditional prejudices about the appropriate role of women in the work place were thrown out the window. Women worked as welders, ship-builders, crane operators, and in aircraft plants—all kinds of industrial jobs that women had not had before the war. Over 200,000 women joined the armed services, as well. The enormous growth of the number of married women in the work place reflected the biggest change in women's roles. Traditionally, society encouraged married women, especially women with children, to work at home as full time housekeepers and mothers. Of course, not every woman could afford to do this, or wanted to. Still, there was significant prejudice against women who worked outside the home. But World War II increasingly overturned these traditional values, as the need for women in the work force rose **precipitously**. (After the war, many women immediately retired from the work place. Some, however, chose to remain in the work force, striving to maintain the equal status that they had achieved during the war years.)

At the start of World War II, the United States was a racially **segregated** nation, and it remained largely so during and after the military conflict. By and large, African Americans were viewed as second-class citizens, without equal rights in schools, jobs, and housing or equal access to public transportation or facilities. This segregation continued in the military service for most of the 750,000 African American men who enlisted in the armed forces. Pressure for change grew as the war escalated, but progress was gradual. Some training camps became at least partially integrated, and African Americans began serving along side white sailors on naval vessels, though often in subordinate positions. African American army units were sent into combat, instead of being confined to menial jobs in camp. The Air Force remained strictly segregated – a separate flight school in Tuskegee, Alabama, trained several hundred African American pilots. Known as the "Tuskegee Airmen," they distinguished themselves heroically in combat. It would not be until after the war ended, however, that the armed services were desegregated, thanks in part to the work of President Harry S. Truman.

New employment opportunities in war production factories opened up for African American workers, especially in northern cities, as industrial production increased. Formerly, many manufacturers did not hire non-whites except in menial positions. In response to protests by African Americans, and not wanting to waste valuable manpower, the federal government pressured companies into more **equitable** hiring practices. Thousands of southern African Americans moved to industrial centers in the north in what has been called the "Great Migration." In spite of this gradual opening up of opportunity, racial prejudice and **discrimination** were common in the United States at this time.

Another particularly shameful event occurred in the United States during World War II. Over 100,000 Americans of Japanese descent, called **Nisei** ("Nee-sigh") were forced into "War Relocation Camps." Required to abandon their homes and businesses, these Japanese Americans lived in isolated **internment** camps, victims of suspicion and racial prejudice.

Eventually, the armed forces allowed some of the Nisei to serve in combat in the **European**

Theater. The Nisei units served with heroic distinction in Italy. Many other Japanese Americans worked as translators for Allied forces in the Pacific.

Despite these lingering problems of discrimination, life on the home front during World War II marked a moment in time when Americans worked together, making sacrifices every day for a heroic cause. Feelings of national unity and support for our war effort and "our boys in uniform" soared. Factories were booming. Eighteen months after the United States had joined the war, the tide was turning against the Axis powers. The war was far from over, but **morale** stayed strong.

[*George B. Tindall and David E. Shi, *America : A Narrative History* (W.W. Norton & Company, 1984) Volume 2, p. 1178-9.]

What dates will you fill in on your timeline with this theme?

Discussion Questions

1. How did entry into World War II effect the economy of the United States? How did it affect the role of women in the economy?
2. What was rationing? What items were rationed? Why was it necessary? Did other countries experience rationing during the war?
3. Describe racial attitudes in the United States at the time of Pearl Harbor. What effect did the war have on economic opportunity for African Americans? How were African Americans treated in by the armed forces? Did this change during the war?
4. What is an internment camp? Why were Japanese Americans "relocated?" Why do you think this didn't happen to German or Italian Americans?
5. What were war bonds? What other ways did the government encourage Americans to support the war effort on the home front?

Projects

(Refer to *Resources* section for print, video, and electronic sources)

1. **Poster Project:** The federal government produced a vast number of colorful posters during the war to encourage Americans at home to support the war effort. Check the recommended Web sites in the *Resources* section of this manual, particularly the National Archives and Records Administration site. Create your own poster with a World War II theme. On a 4X6 note card, describe why your poster reflects a concern of that era.
2. **Rosie the Riveter:** Research the role of women during the war. Write an essay or create a panel project, using three-panel project board, on the impact of World War II on women at the home front. Or, write an essay or create a panel project depicting women in the armed forces or in the medical units at the front. Don't forget to list your sources.
3. **Japanese Internment Camps:** Write a research paper on the relocation of Japanese Americans during World War II. Or, you may imagine you are a Japanese American living in an internment camp. Write a journal or a poem describing your experiences. There are many internet resources on this topic that you can use in your research. See the *Resources* section of this manual.
4. **African American Experience:** Explore one aspect of African American experience during World War II. You may learn about the Tuskegee Airmen, the Belle Isle Riot (near Detroit) in 1943, or any other topic you choose. Try to use at least one primary source. Give an oral presentation to your class on your findings, or write a short paper (about 2 pages) on your findings.
5. **Advances in Science and Technology:** Research one of the following topics and its history during World War II. Create a poster that explains the subject you have chosen and the chronology of its development. You will find that World War II was often just the beginning for many of these topics, or a

turning point in its development. Ask your science teacher for recommendations, or choose one of the following topics: Morse Code, penicillin, radar, cell phones, submarines, color photographic film, x-rays, nylon, jets.

6. **Popular Music in the 1940s:** The "Big Band" sound and "Swing" music were very popular during World War II. You can find examples of World War II era music at most music stores and at many public libraries. Compile a selection of music from this period on an audio tape, using four or five examples. For each selection, write up "liner notes," including the title of the piece, author, performer, year recorded or made popular, and other information.

7. **Primary Source Questions:** Students should read Document 5, "War and Race in Salina, Kansas" by Lloyd L. Brown (see *Primary Sources* in this manual) and respond in class to the questions below.

    1. When did Lloyd Brown write this recollection? When was he stationed in Salina, Kansas? What was he doing there?
    2. What are P.O.W.'s? Who were the P.O.W.'s Brown encountered? Why were they in Kansas?
    3. What does this document tell you about racial discrimination in the United States during World War II? How do you think you would have felt if you were Brown?
    4. What are M.P.'s? What does the author mean when he writes, "The M.P.'s he would call would not treat us with his politeness?"

8. **Activity:** Divide the class into small groups of 2-4 students. Have each group read the document thoroughly and discuss it among themselves. Each group should think about and be prepared to answer the following questions in class.
    - Why is this document included in a study on World War II?
    - What does it teach us about America during World War II?
    - How does this make you feel? How would you have felt if you were Lloyd Brown?
    - Can any nation be perfect? Why or why not?
    - Do we as Americans have a responsibility to help our country treat everyone fairly and equally? Or is that just the government's job?

VI: PLANS FOR PEACE AND THE ATOMIC BOMB

By early 1945, the Allies were becoming more confident that they would win the war in Europe. After all, Allied troops had crossed the **Rhine River** and were marching toward Berlin. The Soviet troops approached Berlin from the east, creating a giant "**pincer**" poised to **vanquish** the Nazis. The next question was: once Germany surrendered, what would peace bring to Europe? So, that February, President Franklin D. Roosevelt, Premier Joseph Stalin, and Prime Minister Winston Churchill met together at **Yalta** in the Crimea, a region in the southern part of the Soviet Union. They hoped to agree on the outlines of peace. Roosevelt was physically weakened by **polio**, which he had caught many years previously. (If you look at photographs of the Yalta Conference, you will notice that he is always seated - and Churchill and Stalin are seated, too. That is because Roosevelt did not want the rest of the world to know how difficult it was for him to remain standing for any length of time.) However, he and the other leaders of the "Big Three" were able to reach an understanding on some - but not all - the issues. First of all, the Soviets agreed to help the other Allies fight against Japan, once Germany surrendered. And the three of them agreed to a new international organization, called the **United Nations**, which would begin in April 1945. (The U.S. Senate would ratify the United States membership in the U.N. in July of that year).

The Yalta Conference, however, did not clearly resolve other issues. The Soviets, who had liberated Poland from the Nazis, had begun to establish a communist government under Soviet control in that country. The United States and Great Britain wanted to hold free, democratic elections in Poland so the Polish could determine their own form of government. Stalin reluctantly consented to hold the elections, but he gave no definite date. (In fact, free elections were not held in Poland until 40 years later!) Stalin wanted Germany to be divided, so that it could never be as strong again. Churchill and Roosevelt

wanted Germany unified, while remaining under the supervision of the Allies.

After Yalta, Roosevelt hoped that these disagreements would be solved. Tragically, he died of a massive stroke on April 12, 1945. He had served almost four terms in the office of the Presidency – the first and the last President to do so. Eighteen days later, with Soviet troops at the outskirts of Berlin, Hitler killed himself. On May 8th, 1945, the German forces surrendered. People celebrated "V-E Day" (Victory over Europe Day) with great joy, dimmed only by the recent death of a beloved President – and the knowledge that the war continued in the Pacific.

Roosevelt's successor was the former Vice-President, Harry S. Truman. Truman had been kept in the dark about much of Roosevelt's foreign policy and had very little experience in dealing with these matters. He represented the United States at the next "Big Three" conference in 1945, this time in Potsdam, Germany, after the surrender of the Nazis. The Soviets were able to keep Germany divided, as they had hoped. They wanted to be paid back by Germany for the tremendous damages and destruction the Nazis had caused to their country. But Truman and the British did not allow Stalin to take **reparations** from all of Germany–just the eastern part that the Soviets controlled. The democratic nations felt very strongly that they did not want to repeat the mistakes of World War I. They recognized that draining the financial resources from a defeated country would only lead to economic disaster. And they did not want another economic disaster like the one that had helped to fuel the beginnings of the Nazi empire!

While President Truman was at the Potsdam Conference, he received news of the successful test of a revolutionary weapon. Unlike Roosevelt, Truman did not know much about this new, deadly, invention. But at Potsdam, Truman learned that the first atomic bomb had been exploded in Almagordo, New Mexico, on July 16, 1945. Work on the atomic weapon had begun several years earlier. Learning that the Nazis were working on their own nuclear weapon, the federal government had poured $2 billion dollars into a secret effort known as the **Manhattan Project**. Hidden laboratories all over the country employed hundreds of the world's best scientists, who worked at top speed to complete the project—even though many of them didn't even know what they were working on! Several of the scientists were refugees from Nazi Germany. Albert Einstein, a recognized genius whose discoveries aided the development of the atomic bomb, was one of those refugees. J. Robert Oppenheimer was one of the lead scientists at Los Alamos, New Mexico, where the "device" was completed.

The Allies were winning the war in the Pacific against Japan, but the **casualty rate** was enormous. When Truman heard about the success of the test explosion while he was in Potsdam, he felt no hesitation about using this new weapon. Historians and political scientists may always argue among themselves over whether the decision to drop the atomic bomb on Japan was the right thing. However, at that time and place, Truman and his advisers felt that if this devastating weapon would end the war, it should be used right away. On August 6, 1945, an American airplane named the Enola Gay dropped the atomic weapon on **Hiroshima**, an industrial center in Japan. A four-square mile area was completely **incinerated** and 80,000 civilians perished. On August 9th, another atomic weapon was dropped on **Nagasaki**, killing more than 70,000 people and injuring approximately the same number. Five days later, Japan announced that it would end the fighting, and signed the articles of surrender on September 2, 1945. World War II was over.

What dates will you fill in on your timeline with this theme?

Discussion Questions

1. Who were the "Big Three?" Why did they meet in Yalta?
2. What issues were resolved in Yalta? What was left undecided?
3. What was the Manhattan Project? Why was it kept so secret?
4. What are war reparations? Why were the United States and Great Britain opposed to war reparations? Who wanted reparations? Why?
5. What happened to Poland after World War II?

6. Why is it important to learn about the Big Three's plans for peace after World War II?

7. Describe Truman's decision to drop the atomic bomb on Japan. Do you think he made the right decision?

Projects

(Refer to *Resources* section for print, video, and electronic sources)

1. **How Historical Events Shape the Future:** The conferences at Yalta and Potsdam led to decisions that would shape the future of Europe for the next 45 years. Choose one of the conferences and learn more about it. How did it effect modern history? Write a report or create a poster depicting your findings. Remember to include a list of the resources you used.

2. **Interview on Roosevelt's Death:** When Roosevelt died, very few Americans knew that he had been terribly ill. They were shocked and greatly saddened by his death. Interview an elder person in your community who remembers hearing about the death of Roosevelt. Acting as a reporter, create a newspaper article about your interview.

3. **Science and History—the Manhattan Project:** Scientists worked on the Manhattan Project all over the country. Pick one of the laboratories and research its (formerly) top-secret story. Suggestions include: Oak Ridge, Tennessee, Hanford, Washington, Los Alamos, New Mexico, the University of Chicago, and Manhattan, New York City. Describe the research and experiments that were performed at the site you chose on note cards. Give a presentation to your class on your findings. Or, pretend you are a scientist working at one of these sites. Write a journal about your experiences.

4. **Ethics and History—Debate:** This project can involve the whole class, or just three articulate students willing to debate each other. It will require about three hours of research, and about two hours for composition and practice. Clear phrasing and specific examples are important here, so that everyone in the class understands the historical interpretations being debated.

   Many people argue that Truman should not have dropped the atomic bomb. The nuclear radiation was too destructive, immediately and for many years following. They believe that Japan would have surrendered anyway. Other people believe that so many Americans had died in the Pacific Theater that Truman did not want to risk any more American deaths. Ultimately, his decision to drop the bomb saved lives, both Japanese and Allied, because it brought the war to an immediate close. Still others think that Truman dropped the bomb because he wanted to prove to the Soviets that the United States was the most powerful nation in the world. Stalin's aggressive position in Europe concerned Truman at Potsdam. He wanted to stop the Soviets from gaining power in Asia after the war.

   Divide the whole class or participants into three groups. Each group should be assigned one of the three points of view described in the preceding paragraph. Each "team" should research its topic. The team is responsible for the understanding of each teammate. Together, they should develop between three and five short paragraphs that support their side of the debate. These paragraphs should include specific supporting facts, not just general assertions. Each paragraph should support the thesis of the argument stated at the beginning of the presentation.

   Each team should present its side of the debate in class. Questions by the other teams, and from the audience, should be encouraged but should wait until after each presentation. The classroom audience, including the teacher, should evaluate each presentation on clarity, persuasiveness, and factual content. Research should be evaluated by the teacher.

5. **Primary Source:** Students should read the following excerpt and respond to the questions below.

   "I was in Hiroshima and I stood at ground zero. I saw deformities that I'd never seen before. I know that there are genetic effects that may affect generations of survivors and their children. I'm aware of all this. But I also

know that had we landed in Japan, we would have faced greater carnage than Normandy. It would probably have been the most bloody invasion in history. Every Japanese man, woman, and child was ready to defend that land. The only way we took Iwo Jima was because we outnumbered them three to one. Still they held us at bay as long as they did. We'd had to starve them out, month after month after month. As it was, they were down to eating grass and bark off trees. So I feel split about Hiroshima. The damn thing probably saved my life."

[Excerpt from Ted Allenby, *From Iwo Jima to Hiroshima*, as cited in *Ordinary Americans: U.S. History Through the Eyes of Everyday People*, Edited by Linda R. Marks. (Close Up Publishing, 1994), p.212.]

1. Who wrote this document? Is it a recollection or an immediate eyewitness report? Does that influence the point of view?
2. What does the author mean when he says, "we would have faced greater carnage than Normandy?" What is carnage? Where is Normandy? What great battle occurred there during World War II?
3. What did Allenby's experience on Iwo Jima teach him about the Japanese determination not to surrender? Did this affect his feelings about the need to drop the atomic bomb? Why or why not?
4. What does Allenby mean when he writes, "I feel split about Hiroshima?" How can you feel "split" about something that, you believe, saved your life? What are the issues he is weighing?

6. **Peer Group Activity:** Break the class up into small groups of two to four students. Each group should read the document carefully and explain it to each other. Teammates are responsible for the comprehension of all team members. As a unit they should 1. Locate Iwo Jima, Tokyo, Hiroshima, and Nagasaki on a map. 2. Be able to clearly explain the meaning of document. 3. Be able to answer the questions listed above.

SECTION THREE: GRADES 10 - 12

TO THE TEACHER:

Teaching World War II in senior high school poses special challenges. Many students think they know far more than they actually have mastered. Others have decided that it is boring, before they've had any exposure. Then you have the students who have seen a movie and can't understand why they need to know anything else!

Movies are a great way to introduce your students to the drama of World War II. But there is a lot more to history than Hollywood can ever express. We've designed this section, based on primary sources, for high school teachers to use in conjunction with a text book. Primary sources help your students relive the experience of the past. Thoughtfully analyzed, they can also teach your students that our understanding of history is based on the voices and interpretation of many types of people.

Primary sources may be particularly challenging for students who are not reading at the high school level. If you have classes where the reading levels are low or uneven, we recommend that you divide the class into mixed-ability, small groups and use peer teaching to help with reading comprehension. You may want to refer to the document-based questions provided for middle school students as well. On the other hand, if you are teaching an A.P. class, your students should be able to handle these "DBQ's" (document-based questions) and activities independently, as home work assignments, especially if they have Internet access.

We have chosen short documents or taken excerpts from longer sources, to keep them manageable for different ability levels. Remember—these should be used in coordination with a U.S. History text book. One challenging but highly readable survey that we recommend is Alan Brinkley's *American History*. An easier approach is Thomas A. Bailey, David M. Kennedy, and Lizabeth Cohen's *The American Pageant*. (See our *Resources* for more information.)

Please take a minute to look through our *Resources* section. There are many excellent

video documentaries in the market place today that can help bring history alive in the classroom for your students. They can also serve as valuable sources of historical analysis. The video documentaries on the World War II era offer a particularly rich variety of subject matter.

The History Channel has prepared these materials in partnership with the National World War II Memorial Campaign. **We encourage you, your students, and your school to participate in the national effort to build the National World War II Memorial in Washington, D.C.** Please see our section on *Community Events* for suggestions on how you can get involved.

Project Objectives: By studying the causes and course of World War II and the character of the war at home and abroad, students will understand chronological thinking, analyze cause-and-effect relationships, and use historical analysis and interpretation of primary sources and visual data.

National Standards: The following activities support the National Standards for History developed by the National Center for History in the Schools, Era 3, Standard 3, and the Curriculum Standards for Social Studies developed by the National Council for the Social Studies, Strands II, V, VI, and VIII.

To the teacher: The documents and accounts referred to in this section are provided in the *Primary Sources* section of this manual. These may be photo-copied for your students' use. Each topic here refers to the primary source by its number listed in the *Primary Sources* section.

1. ***The Rise of Fascism in Germany: Hitler from a German teenager's point of view.*** Recollections of Margrit Fisher (born 1918, Bremen, Germany). *The following questions refer to Document #1.*
   - A. How old was the author when she first mentions Hitler?
   - B. Margrit recalls that "Hitler's slogans...resonated well among the people." What does this mean?
   - C. What did Hitler promise the Germans?
   - D. Look up the Versailles (pronounced Vare-sigh) Treaty in your textbook or in an encyclopedia. Why was it such an important issue for the Germans at this time? What role did the terms of peace from World War I have on Germany?
   - E. Margrit writes, "the streets were suddenly peaceful and clean, and there was no more fighting." Why is this important to people?
   - F. Why are people willing to sacrifice liberty for security? Do you believe that liberty can co- exist with security? Why or why not?

Projects

Research the rise of Hitler in Germany. Create a timeline showing his rise to power. Write an essay answering the following question: "Could a leader like Adolf Hitler have risen to power in the United States?"

2. ***The United States enters World War II.*** **Franklin D. Roosevelt's Speech to Congress, December 8, 1941, asking for a declaration of war against Japan.** *The following questions refer to Document #5.*
   - A. What are your first impressions of this speech? What effect did these words have on you? How do you feel after reading it once through?
   - B. What is infamy? Why, according to President Roosevelt, will December 8, 1941 be a "date which will live in infamy?"
   - C. Why do you think that Roosevelt included the Japanese attacks throughout the Pacific in list form? What words does he repeat? What impact do you think this repetition had on the audience?
   - D. Starting with "A Commander-in-Chief" and ending with "so help us God," circle the words "we" and "us." How many times does Roosevelt repeat these words? Why do you think he repeated these two words so many times?

Projects

Roosevelt's "Infamy" speech has gone down as one of the greatest speeches in American history. Using this speech as a case study, create a "Guide to Writing Great Speeches." Make sure to analyze every aspect of the speech – the content, structure, tone, word choice, and other presentation techniques, such as repetition. What effect does the use of these techniques have

on the audience? You might even want to check out the original copy of the speech at www.nara.gov/education/teaching/fdr/pg1.gif to see the changes that President Roosevelt penciled in. What do these changes show about the importance of word choice? For instance, why do you think that, in the last sentence of the speech, Roosevelt decided to change "exist" to "has existed?" Your guide should explain the basic, and the more subtle, ways to write a great speech.

* *A note to teachers:* You can find an audio clip of this speech at HistoryChannel.com. If the students have the opportunity to listen to a portion of the speech, then they should include the importance of voice and pace to a great speech in their guides.

3. ***War on the Home Front for African Americans.*** **Recollections of Lloyd L. Brown, an African American writer, from when he was stationed with the United States Army at Salina, Kansas.** *The following questions refer to Document #6.*
   - **A.** Lloyd Brown says that the owner of the lunchroom treated him and his companions with "urgent politeness." Why do you think that the store owner felt the need for such urgency? And why might he have been more polite to the soldiers than the M.P.s would have been, as Brown remarks?
   - **B.** Why did Brown feel so conflicted about conducting the next orientation session for his squadron? What kinds of mixed emotions do you think that he felt? Why?
   - **C.** What did the author mean when he said that as an African American in Nazi Germany, his bones would have been broken, whereas in Salina, Kansas, only his heart would be? How does this statement make you feel? What does it tell you about how African Americans felt as they faced discrimination at home during the war? How and why do you think that African Americans like Lloyd Brown were able to put aside their anger and hurt in situations like these to fight against the Nazis?
   - **D.** What do you think accounts for the fact that, in the midst of the war against Hitler, German P.O.W.s like those described in this document would have been allowed to eat in restaurants that African American soldiers would have been excluded from? What does this tell you about the history of racial discrimination in this country?

Projects

Do some additional research on African Americans' "Double V" campaign—standing for victory at home and abroad—during World War II. As you do this research, think about how this campaign may have helped African Americans resolve their ambivalence about fighting against Nazism abroad while they continued to face racial discrimination at home. After completing this exercise, create some way—either a poster, a song, or an advertisement for a local newspaper—to publicize the aims of the "Double V" campaign to a larger public audience. Remember that, like Lloyd Brown, African Americans were battling against discrimination but that they also wanted their commitment to the war effort *first* to remain clear. Present these posters, songs, and advertisements to the class and discuss which ones are most effective and why.

4. ***The D-Day Invasion.*** **Recollections of Richard Scudder—Paratrooper who participated in D-Day, June 6, 1944.** *The following questions refer to document #7.*
   - **A.** Scudder's commander was trying to rally his troops when he stated: "That real estate belongs to those sons of bitches tonight, but it will be ours in the morning." Do you think that this would have been effective in building up the fighting spirit among his men? Why or why not?
   - **B.** How do you think that other paratroopers like Scudder felt when they saw the huge number of ships and ammunition below them as they flew to Normandy? Do you think that this helped to motivate them or made them even more apprehensive, or both?
   - **C.** Scudder describes his emotions during the D-Day invasion in many different ways. What would you say was Scudder's over-

riding feeling? Choose specific statements from the document to support your answer.

D. Scudder states that the causeway where he landed was not at all like what he had been told to expect. In what other ways do you think that the actual experience of fighting war differed from soldiers' expectations? Do you think that any amount of training could have prepared them for combat? Why or why not?

Projects

Scudder's recollection is of a paratrooper during the D-Day invasion, but as he indicates, many other divisions were involved in the military battle. Do additional research on the D-Day invasion and then create a map showing where and when the Allied Forces landed on the Normandy Coast. As you prepare your map, think about how the extent of this military coordination contributed to the overall success of the invasion. Think, too, about how much military expertise and planning was involved in this invasion. ou also may wish to make note of those places where the Allies suffered the greatest casualties and think about what made those places so difficult for the invading forces.

5. ***The Home Front.*** **Recollections of Deborah Smith Haight who worked as a civilian in the Intelligence and Security Division, Air Transport Command, Washington, D.C., during the war. She was 21 years old at the time.** *The following questions refer to document # 9.*

A. What is rationing? What things were rationed during World War II? How did this effect the author? Did she resent rationing? Why or why not?

B. "Esprit de corps" ("Es-spree de Core") is French for "team spirit." Why was "esprit de corps" important on the home front during the war.

C. Why was the author proud of her work? Do you think she would have held this job in peace time before the war? Why or why not?

D. What was V-E Day?

E. Do you think the author liked Franklin Roosevelt? Why does she say, "He had been our President as long as I could remember?" How old was the author when Roosevelt was first elected? Did any other President serve as long as "FDR?" Why or why not?

F. Notice the name of the division Mrs. Haight worked in. Why would you guess that the office ticker tape, "prepared us a few days in advance for V-J Day?"

6. ***The Persecution of Germany's Jews:*** **Urgent Telegram from Munich to All Political Police Headquarters and Stations on November 10, 1938, 1:20 am.** *The following questions refer to Document #2.*

A. Why did the author of the telegram warn local Nazi political authorities that German police had received orders "to which the actions of the political authorities should be correspondingly adjusted." Who does this suggest was planning and participating in the rioting?

B. Why were the police told that Jewish-owned stores and residences "may only be destroyed but not looted?" What would police accomplish by arresting looters while allowing the destruction of these businesses and homes?

C. Why do you think the Nazis would want to prevent the harassment of "foreign citizens, even if they are Jewish?"

D. Why would the police be ordered to arrest "particularly affluent Jews?" What kind of impact do you think these actions had on Jewish families and communities?

E. Military dictatorships, like the one that the Nazis established, are often called "police states." How does this document help you understand the meaning of "police state." How is the traditional role of the police twisted to serve the interests of the state?

Projects

Kristallnacht marks a pivotal moment in the escalation of violence committed against the Jews during World War II. But Nazi Germany persecuted Jews and other minorities throughout Europe from the moment Hitler came to power in 1933 to the end of the war in 1945. Create a timeline of the most significant acts of Nazi persecution against the Jews and the other

minorities of Europe between 1933 and 1945. As you work on your timeline, think about why the Nazis passed a law or took an action at a particular moment in time. Think about the progression of steps taken to rid Europe of these groups. Use your conclusions to help you come up with a title for your timeline, which clearly identifies the significance of the events that you have recorded. You may want to visit www.ushmm.com (The United States Holocaust Museum's Web site) to help you create your timeline.

7. ***War on the Home Front for Women.*** **Francis Perkins speaks about women workers during World War II.** *The following questions refer to Document #8.*
   - A. What changes in the workforce is Perkins describing as "spectacular?"
   - B. How does Perkins suggest that the war created opportunities for women? Does the idea that the war had a positive influence on the lives of women strike you as strange? Why or why not?
   - C. Look up Francis Perkins in your textbook or in the encyclopedia. Why is Perkins considered an important woman in American history? How does her background help you better understand her viewpoint on women in the work force?
   - D. What does Perkins mean by "masculine domains?" Can you describe and give examples of "domains" that were considered "feminine" in the 1940s? Can you explain why society was divided into masculine and feminine spheres? Is it still divided into these spheres today? Explain your answer.
   - E. Perkins mentions that three groups of women particularly benefited from the war. Who were these women? Why were there especially strong "prejudices" against their entry into the work force before the war?

Projects

With a partner, interview a woman– grandmother, friend, teacher, community member – who experienced World War II. Before the interview, create a list of questions to ask her. (*Was she in the work force? Did she know other women in the work force? What experiences did she have during the war, at work and at home? How was life different than before the war? Does she consider the war to have been a positive influence on her life? Does she think it had any negative effects? How did her life change after the war?*) It would be great to tape record your interview. If you do not have a tape recorder, one of you should take notes while the other asks the questions. Share a summary of your interview with another pair of students. *What conclusion can you make about the impact of World War II on women's lives from your interview? Did the other pair of students come to a different or similar conclusion?*

**A note to teachers:* A great film to watch to help students understand the experiences of women during World War II is *Life and Times of Rosie the Riveter,* Direct Cinema, 1980, a documentary about five women and their experiences during the war.

8. ***Comparing and Contrasting Primary Sources.*** **Students should refer to the following two primary sources provided in the *Primary Sources* section of this manual: excerpts from Charles Lindbergh's "America First" speech (Document # 3) and excerpts from the *New York Times* editorial response on April 30, 1941 (Document # 4).**

   Research Questions on Lindbergh's "America First" Speech (Can be answered in one paragraph. Include a list of sources.):
   1. Who is Charles A. Lindbergh? Why was he considered an authority on America's possible entry into World War II?
   2. What was the "America First Committee?" What was its mission? Include important dates.
   3. What does "isolationist" mean? How do Lindbergh and the "America First Committee" represent an isolationist viewpoint?
   4. What effect did the bombing of Pearl Harbor have on Americans' support for the isolationist viewpoint?

Close Reading Discussion Questions on Lindbergh's "America First" Speech. (Can be recorded in note form. Use the document to help you answer each question.):

1. Why did Lindbergh believe that the United States should stay out of World War II?
2. Is he talking only about World War II, or does he believe that the United States should stay out of all foreign wars? Cite the speech to support your answer.
3. What does "materialistic" mean? How could the isolationist viewpoint be considered "materialistic?"
4. What does Lindbergh mean when he states: "I do not believe that our American ideals, and our way of life, will gain through an unsuccessful war."
5. What effect might Lindbergh's use of "we" and "they" have had on his audience? To whom does this word choice suggest he was talking?
6. How does Lindbergh justify that the United States had a "right to think of the welfare of America first?" What example does he use to help support his point?
7. What does Lindbergh mean when he says: "If we are forced into a war against the wishes of an overwhelming majority of our own people, we will have proved democracy such a failure at home that there will be little use fighting for it abroad." Do you agree with his statement? Why or why not?

Research Questions on the *New York Times* editorial, April 30, 1941. (Can be answered in one paragraph. Include a list of sources.):

1. Who were the internationalists? How did their views differ from the isolationists?
2. Was there an organization or spokesperson that represented the internationalist viewpoint?
3. Did the *New York Times* openly support a particular foreign policy stance before the United States entered World War II ?

Close Reading Discussion Questions on the *New York Times* editorial, April 30, 1941. (Can be recorded in note form. Use the document to help you answer each question.):

1. How do you know that this writer is responding directly to Lindbergh's speech? Find at least two examples from the article.
2. Why does he refer to the Statue of Liberty? How does this allusion help the writer show that his ideas are based on "American ideals?"
3. What does the writer mean by "political drift?" Who does he blame for this "political drift?"
4. Why does he advocate "strong leadership in Washington?" Do you think that the writer holds the same respect for public opinion as Lindbergh does?
5. What effect does the word "escape" have on the reader when the writer states that "There is no escape in isolation?"

Projects

Compare and Contrast – An Essay:
Both Lindbergh and the *New York Times* writer use examples of "American ideals" to support their opposing arguments. How do they each accomplish this? Who is more convincing? Why? Use specific examples from both documents to support your argument. Make sure to state clearly for your reader their central arguments.

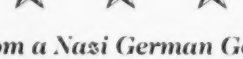
CHAPTER II:

PRIMARY SOURCES

1. ***Recollections of Margrit Fisher (born 1918, Bremen, Germany).***

"The mood of the country was explosive, and Hitler's slogans, which came more and more into the public sphere after 1931, resonated well among the people. At that time he never spoke of war. He promised us that unemployment would end, and that Germany would once again take its place in the world as a state worthy of respect. And I think that was probably the key thing, for the Treaty of Versailles had cut to the root of Germany's self-respect, and a people cannot survive for long without self-respect. So this man was not only admired but welcomed, longed for. When the change of power happened, and the streets were suddenly peaceful and clean, and there was no more fighting – then all of us, who hadn't really been for Hitler necessarily, were initially greatly relieved."

[From *The Century*, by Peter Jennings and Todd Brewster. (Doubleday, 1998), p. 171.]



2. ***Excerpt from a Nazi German Government document, outlining plans for a nationally coordinated attack on Jewish property. This attack is known in history as "Kristallnacht" (Crystal Night, "the Night of Broken Glass"). Urgent Telegram from Munich to All Political Police Headquarters and Stations on November 10, 1938, 1:20 am.***

"...The local political authorities are to be informed that the German police have received from the Reichsfeuhrer SS and the Chief of the German police the following orders to which the actions of the political authorities should be correspondingly adjusted:

a) Only such actions may be carried out which do not threaten German lives or property (e.g., burning of synagogues only when there is no threat of fire to the surroundings.)
b) Stores and residences of Jews may only be destroyed but not looted. The police are instructed to supervise compliance with this order and to arrest looters.
c) Special care is to be taken on commercial streets that non-Jewish businesses are completely secured against damage.
d) Foreign citizens, even if they are Jewish, may not be molested...

As soon as the course of events during this night allows the assigned police officers to be used for this purpose, as many Jews – particularly affluent Jews – are to be arrested in all districts as can be accommodated in existing detention facilities. For the time being, only healthy male Jews, whose age is not too advanced, are to be arrested. Immediately after the arrests have been carried out, the appropriate concentration camps should be contacted to place the Jews into camps as quickly as possible. Special care should be taken that Jews arrested on the basis of this instruction are not mistreated."

[From *National Archives*, Washington D.C., cited on www.ushmm.org , the *United States Holocaust Memorial Museum* Web site.]

3. ***Excerpts from Charles A. Lindbergh's "America First" Speech, April 23, 1941, New York City.***

I know I will be severely criticized by the interventionists in America when I say we should not enter a war unless we have a reasonable chance of winning. That, they will claim, is far too materialistic a viewpoint. They will advance again the same arguments that were used to persuade France to declare war against Germany in 1939. But I do not believe that our American ideals, and our way of life, will gain through an unsuccessful war. And I know that the United States is not prepared to wage war in Europe successfully at this time...

In time of war, truth is always replaced by propaganda. I do not believe we should be too quick to criticize the actions of a belligerent nation. There is always the questions whether we, ourselves, would do better under similar circumstances. But we in this country have a right to think of the welfare of America first, just as the people in England thought first of their

own country when they encouraged the smaller nations of Europe to fight against hopeless odds. When England asks us to enter this war, she is considering her own future, and that of her empire. In making our reply, I believe we should consider the future of the United States and that of the Western Hemisphere.

It is not only our right, but it is our obligation as American citizens to look at this war objectively and to weigh our chances for success if we should enter it. I have attempted to do this, especially from the standpoint of aviation; and I have been forced to the conclusion that we cannot win this war for England, regardless of how much assistance we extend...

...War is not inevitable for this country...Over a hundred million people in this nation are opposed to entering the war. If the principles of democracy mean anything at all, that is reason enough for us to stay out. If we are forced into a war against the wishes of an overwhelming majority of our own people, we will have proved democracy such a failure at home that there will be little use fighting for it abroad...

[From the *New York Times*, April 24, 1941, p. 12.]

4. ***The New York Times Replies to "America First," April 30, 1941.***

...The Statue of Liberty in New York Harbor has looked down across the bay at many men who have crossed the ocean to find freedom. It stands now as a silent witness to the fact that we are already locked in mortal combat with the German system.

American courage and American idealism, together with the sound common sense of the American people, summon us to the defense both of our physical security and of those moral and spiritual values which alone make life worth living. This defense means many things. It means, in the first instance, a clear recognition that the most dangerous of all courses we could follow in this hour of decision is a policy of drift: of do-nothing while there is still time to act effectively; of letting hesitancy ripen into disagreement, and disagreement curdle into factions which will split the country.

It means strong leadership in Washington: a willingness to forgo the methods of indirection and surprise and veiled hints and innuendo, and to state the plain facts of the situation boldly...

...Above all else it means a decision to avoid the same mistake that the democracies have made over and over again – the mistake of "too little and too late."

There is no escape in isolation. We have only two alternatives. We can surrender or we can do our part in holding the line. We can defend, with all the means in our power, the rights that are morally and legally ours. If we decide for the American tradition, for the preservation of all that we hold dear in the years that lie ahead, we shall take our place in the line and play our part in the defense of freedom.

[From the *New York Times*, April 30, 1941, p. 18.]

5. ***Franklin D. Roosevelt's Speech to Congress, December 8, 1941, asking for a declaration of war against Japan.***

Yesterday, December 7, 1941, a date which will live in infamy – the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.

The United States was at peace with that nation and, at the solicitation of Japan, was still in conversation with its Government and its Emperor looking toward the maintenance of peace in the Pacific. Indeed, one hour after Japanese air squadrons had commenced bombing in Oahu, the Japanese Ambassador to the United States and his colleague delivered to the Secretary of State a formal reply to a recent American message. While this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or armed attack.

It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time the Japanese Government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.

The attack yesterday on the Hawaiian Islands has caused severe damage to American naval and military forces. Very many American lives have been lost. In addition American ships have been reported torpedoed on the high seas between San Francisco and Honolulu.

Yesterday the Japanese Government also launched an attack against Malaya. Last night Japanese forces attacked Hong Kong.

Last night Japanese forces attacked Guam.

Last night Japanese forces attacked the Philippine Islands. Last night the Japanese attacked Wake Island.

This morning the Japanese attacked Midway Island.

Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday speak for themselves. The people of the United States have already formed their opinions and well understand the implications to the very life and safety of our nation.

As Commander-in-Chief of the Army and Navy, I have directed that all measures be taken for our defense.

Always will we remember the character of the onslaught against us.

No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute victory.

I believe I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost but will make very certain that this form of treachery shall never endanger us again.

Hostilities exist. There is no blinking at the fact that our people, our territory and our interests are in grave danger.

With confidence in our armed forces–with the unbounded determination of our people–we will gain the inevitable triumph–so help us God.

I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December seventh, a state of war has existed between the United States and the Japanese Empire.

6. ***Recollections of Lloyd L. Brown, an African American writer, from when he was stationed with the United States Army at Salina, Kansas.***

One day at high noon several of us enlisted men from Squadron C went into a lunchroom on Santa Fe – Salina's main street–to see if the story we had heard was true. As we entered, the counterman hurried to the rear to get the owner, who hurried out front to tell us with urgent politeness: "You boys know we don't serve colored here."

Of course we knew it. They didn't serve "colored" anywhere in town when our all-black outfit first came to Salina in the fall of 1942 to open up the Smoky Hill Army Air Field just out of town. The best movie house did not admit Negroes and the other one admitted them only to the balcony. There was no room at the inn for any black visitor, and there was no place in town where he could get a cup of coffee.

"You know we don't serve colored here," the man repeated. He was still very polite, but he sounded aggrieved that we had not been polite enough to leave.

We ignored him and just stood there inside the door, staring at what we had come to see–the German prisoners of war who were having lunch at the counter. There were about ten of them. They were dressed in fatigues and wore the distinctive high-peaked caps of Rommel's Afrika Korps. No guard was with them.

We had seen platoons of such prisoners brought from nearby Camp Phillips to dig drainage ditches at our air base, and we had heard that because of the manpower shortage some P.O.W.'s came by bus each day to Salina to work at the grain elevators. Then when one of our men told us that he had seen those alien commuters come to this lunchroom for their meal, it was something we had to see with our own eyes.

We continued to stare. This was really happening. It was no jive talk. It was the Gospel truth. The people of Salina would serve these enemy soldiers and turn away black American G.I.'s. The Germans now had half-turned on their stools and were staring back at us, each man's cap at precisely the same cocky angle. Nothing further was said, and when the owner edged toward the phone on the wall, we knew it was time to go. The M.P.'s he would call would not treat us with his politeness.

As we left, I began thinking about the next session of the weekly orientation program I conducted for our squadron, giving lectures on why we fight and reporting on the progress of our war for the four freedoms. After this latest incident, what could I say?

The best thing I could come up with was this: If we were *untermenschen* [members of an inferior race] in Nazi Germany, they would break our bones. As "colored" men in Salina, they only break our hearts.

[From Lloyd L. Brown, "Brown v. Salina, Kansas," *The New York Times*, 26 February 1973, 31, as cited in *Eyewitness*, edited by William Loren Katz, (Touchstone Books, 1995), pp. 430-431.]

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7. ***Recollections of Richard Scudder–Paratrooper who participated in D-Day, June 6, 1944. Richard Scudder was from Oklahoma. He was very apprehensive as he waited to jump into France. The enormity of the moment was almost overwhelming.***

"For the ride across the Channel, nothing seemed real. It seemed to me like the world was coming to an end. When our plane taxied around on the runway, a real sick feeling came over us. We flew over the biggest invasion force that was ever put together. Ships, battleships, everything that you could think of was there in the Channel, ready to participate in the invasion of Normandy.

"When we got over the coast of France, all hell broke loose. The bullets hitting our planes sounded like someone was throwing gravel on a tin roof. Our company commander kicked the door off of our plane and said, 'That real estate belongs to those sons of bitches tonight, but it will be ours in the morning.'"

"As I got to the door, a burst of flak exploded right above my head. I don't know how this could ever happen but it did: A piece of that flak got under my helmet and hit me in the eyebrow, and the blood streamed down across my face, and I remember frantically feeling for a hole, thinking that I had been shot with one of those tracer bullets that I had witnessed coming up towards us. Thank God it was only a scratch in my eyebrow. That was a relief to find that I hadn't picked up a bullet.

"I landed by a causeway. We had been briefed on these things, that we could wade them; they were only supposed to be knee-deep. Boy, that wasn't true at all. I went into that water and I went down over my head, and that scared the devil out of me. I thought I was going to drown."

[From Ronald J. Drez, (Editor). *Voices of D-Day: The Story of the Allied Invasion Told by Those Who Were There*, (Louisiana State University Press, 1994), p.80.]

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8. ***Recollections Of Joe Ichiuji, World War II Veteran, from The History Channel Interview, 1999.***

The meaning of the National World War II Memorial is embodied by veterans like Joe Ichiuji. For him and for other Americans of Japanese descent, the war was the ultimate test of allegiance to the country.

"Japanese-Americans had to prove that they were loyal Americans because they had two battles to fight. One against the enemy in Europe and the Pacific, and the other against racial prejudice in the United States."

Before the United States entered the war, Ichiuji was already a corporal in the U.S. Army. But after Japanese forces attacked Pearl Harbor on December 7, 1941, his life changed drastically. Looking like the enemy made him and other Japanese-Americans feared and their loyalty to the United States suspect.

"I felt very badly because the country of my parents would attack the United States. Here I'm an American citizen. I'm in uniform and I just wondered why would they do a thing like that and how would I face my friends, my comrades in the Army, that was my concern."

Ichiuji's concern was justified. Within two months of the attack on Pearl Harbor, the Army discharged him. Soon after, he and his family, along with more than one hundred thousand Japanese-Americans, were sent to relocation centers. For Ichiuji and his parents that meant leaving their home and shoe repair shop in Pacific Grove, California and moving to an internment camp in Poston, Arizona.

"The morale of the relocation camp was low after being uprooted from their home and friends and placed in the middle of the desert. On top of that the camp was surrounded by barbed wire and it was guarded by armed soldiers. The camp life was regimented like the Army–you were assigned a number, you had to line up for mess, shower and toilet. And my family lost the control and as time went by they adjusted to camp life and they made the best of it."

Ichiuji endured life in Poston, Arizona, until early 1943 when government recruiters came there seeking recruits for an all Japanese-American combat unit. Ichiuji was one of the first to volunteer.

"I just didn't want to give up this chance to show my loyalties as an American citizen and serve my country. Even though I was discharged and evacuated and placed in a camp and treated as an enemy alien. I thought that by proving that I was a loyal American, the people outside, you know, they would have confidence in us and remove us from the camp–that was my aim."

Ichiuji served as an artillery gunner in the

442nd Regimental Combat Team, a unit made up of 1,500 recruits from the internment camps and 3,000 Japanese-American volunteers from the Hawaiian Islands. Ichiuji and his comrades fought in Italy, liberated towns in France and broke through enemy lines to rescue more than two hundred soldiers from the 36th Division's "Lost Battalion." For their heroics the 442nd Combat Team became the most decorated unit in U.S. military history. But what Ichiuji remembers most is not the 442nd's battlefield heroics but rather their liberation of prisoners from the Dachau concentration camp.

"They were walking skeletons and they were suffering from malnutrition. The Jewish prisoners came to us for food and we gave them our C and K rations. We found out later they could not digest their food and became very ill. It's ironic that many of us who came from the mainland would find the German concentration camp and its Jewish victims. The scope and the purpose of the American and German camps were markedly different. However, the reason for the incarceration was the same – was racial prejudice."

At the end of the war, Ichiuji returned home to Pacific Grove where his parents resumed their lives after their release from the relocation camp in Poston. A grateful and apologetic nation made amends to the patriot who had fought heroically on two fronts.

"My folks came to the United States back in the early nineteen hundreds, were not allowed to become United States citizens and because of our contributions they were able to become naturalized citizens. I would like to say that I am very proud of my heritage and my country that acknowledges its mistakes and vowed it would never happen again."

To Joe Ichiuji the World War II Memorial is needed to honor the winning effort put forth by all patriotic Americans.

"I feel that the World War II Memorial is to tell the story about the American people who united together for a common cause and that's victory. It salutes all Americans that lost and sacrificed their life to defend our country – that's why it's necessary."

[From *Save Our History™: The National World War II Memorial*, an original documentary by The History Channel, ©1999.]

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9. ***An excerpt from Frances Perkins, U.S. Secretary of Labor, comments on Changes in the Labor Force, 1943.***

"The most spectacular [change]... is the great influx of women into fields normally considered masculine domains...We find there is a gradual replacement of men by women in laboratories, banks, businesses, ticket offices;...as tax collectors, radio announcers....A definitely encouraging trend has been a break-down in many quarters of prejudices against certain types of women workers. Married women...older women...[and] Negro women in unprecedented fashion are gaining footholds."

[From Doris Weatherford, *American Women and World War II* (Facts on File, 1990), p.194.]

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10. ***Recollections of Deborah Smith Haight who worked as a civilian in the Intelligence and Security Division, Air Transport Command, Washington, D.C., during the war.***

Because of the gasoline rationing, I gave two other people, including Colonel Oliver LaFarge, a ride to work every morning in my little second-hand Crosley. I learned to drink my coffee without sugar, since sugar was rationed too, along with meat and other things that formerly I just took for granted. Of course, none of us minded the rationing because we knew we were helping the war effort. There was a very strong sense of esprit de corps, that we were pitching in with the whole country to win this war. My friends and I were very proud of our contribution – even though we weren't officially in the military we all were doing our part. Sometimes, we received personal mail consisting of information about friends who were killed, wounded, or missing in action, which was very sad. Brothers, classmates, husbands, even the fathers of my friends were lost in the war. I'll never forget it.

On V-E Day, May 7th, we all rushed down to the White House area to cheer with Truman, although we were still grieving for Roosevelt. Our office had been chosen to select an accessible yet secret spot for the famous meeting of Roosevelt, Churchill, and Stalin shortly before then, and the photos of that Yalta conference had revealed how ill Roosevelt was. He had been our President as long as I could remember.

Our office ticker tape prepared us a few days in advance for V-J Day. Again we joined the mobs outside the White House, saddened by the number of lives lost in our war, but shouting with joy over the peace...

[From *Deborah Smith Haight*, The History Channel interview, 1999.]

11. ***Excerpt from Ted Allenby's account of the bombing of Hiroshima. Allenby was a Marine who fought against the Japanese on a tiny island known as Iwo Jima, where the casualty rate was enormous.***

"I was in Hiroshima and I stood at ground zero. I saw deformities that I'd never seen before. I know that there are genetic effects that may affect generations of survivors and their children. I'm aware of all this. But I also know that had we landed in Japan, we would have faced greater carnage than Normandy. It would probably have been the most bloody invasion in history. Every Japanese man, woman, and child was ready to defend that land. The only way we took Iwo Jima was because we outnumbered them three to one. Still they held us at bay as long as they did. We'd had to starve them out, month after month after month. As it was, they were down to eating grass and bark off trees. So I feel split about Hiroshima. The damn thing probably saved my life."

[From *Ordinary Americans: U.S. History Through the Eyes of Everyday People*, edited by Linda R. Marks. (Close Up Publishing, 1994), p.212.]

12. ***Excerpt from an interview with Hiroshima-survivor Yamaoka Michiko.***

"...I put my right hand above my eyes and looked up to see if I could spot [the planes]. The sun was dazzling. That was the moment.

There was no sound. I felt something strong. It was terribly intense. I felt colors. It wasn't heat. You can't really say it was yellow, and it wasn't blue. At that moment I thought I would be the only one who would die. I said to myself, "Goodbye, Mom."

They say temperatures of seven thousand degrees centigrade hit me. You can't really say it washed over me. It's hard to describe. I simply fainted. I remember my body floating in the air. That was probably the blast, but I don't know how far I was blown. When I came to my senses, my surroundings were silent. There was no wind. I saw a slight threadlike light, so I felt I must be alive. I was under stones. I couldn't move my body. I heard voices crying, "Help! Water!" It was then I realized I wasn't the only one. I couldn't really see around me. I tried to say something, but my voice wouldn't come out.

"Fire! Run away! Help! Hurry up!" They weren't voices but moans of agony and despair. "I have to get help and shout," I thought. The person who rescued me was Mom, although she herself had been buried under our collapsed house. Mom knew the route I'd been taking. She came, calling out to me. I heard her voice and cried for help. Our surroundings were already starting to burn. Fires burst out from just the light itself. It didn't really drop. It just flashed."

[From "Eight Hundred Meters from the Hypocenter" an interview with Yamaoka Michiko, by Haruko Taya Cook and Theodore F. Cook, published in *Japan at War: An Oral History*, (The New Press, 1992), pp. 384-385.]

13. ***Excerpt from The History Channel's Interview with Luther Smith, who flew as a fighter pilot with the heroic Tuskegee Airmen, on the reasons for a National World War II Memorial.***

"The World War II Memorial will be a place that people will want to come and just contemplate the first time all citizens came together in a unity cause to save America's democracy, to save our democratic principles, and to fight for something all of us knew was something better than we could get anywhere else."

[From *Save Our History™: The National World War II Memorial* an original documentary by The History Channel, 1999.]

CHAPTER III

GLOSSARY

affluent: (adj.) rich
Allied Powers: (n.) the twenty-six nations led by Britain, the United States, and the Soviet Union that joined in war against Nazi Germany, Italy, Japan, and their allies
allies: (n.) partners
amass: (v.) build up, collect
Anti-Comintern Pact: (n.) agreement between Italy, Germany and Japan meant to keep in check the international communists, especially Stalin's regime; signed on November 6, 1937
antisemitism: (n.) prejudice towards or discrimination against Jewish people
arduous: (adj.) very difficult
armada: (n.) a group of warships
armament: (n.) weapons and equipment for war
Aryan race: (n.) term for peoples speaking the languages of Europe and India; "Aryan" was twisted by the Nazis, who believed that people of German background were the best examples of the "superior," "Aryan race"
Axis Powers: (n.) Germany, Japan, Italy and their allies during World War II
burgeoning: (adj.) rapidly growing
bystander: (n.) witness to an event who remains uninvolved
casualty rate: (n.) term for the number of people killed or wounded in a certain period of time
civilian: (n.) individual not in the armed forces
communism: (n.) the political philosophy that the community should control all property and that all people should share a common wealth
communist: (n.) believer in communism; member of the Communist political party or movement
concentration camp: (n.) a camp where people—prisoners of war or political opponents—are held captive; commonly associated with the imprisonment of European Jews during World War II
covert: (adj.) secret
cryptologist: (n.) someone who writes and translates codes
decipher: (v.) to figure out, decode
depression: (n.) a period of extreme economic hardship which causes unemployment, decreasing business activity, and falling prices; the United States experienced its worst depression, the Great Depression, during the 1930s
descent: (n.) ancestry, lineage
dictatorship: (n.) a state or government whose ruler has absolute power
discrimination: (n.) prejudice; an intolerant act
draft: (n.) the selection of individuals for required military service
Eastern Front: (n.) line of battle between the Soviets and the Germans
"Empire of the Rising Sun": (n.) name for the Japanese Empire whose national flag is a red sun centered on a white background; centuries ago Japanese warriors used this flag on their war ships, and in 1870 the Japanese government adopted it as the national flag
encourage: (v.) to inspire with hope, confidence or courage; to give support
"enemy of the state": (n.) a person who threatens the power of a government
enlistee: (n.) an individual participating in the armed forces
envoy: (n.) representative of the government sent on a special mission
equitable: fair, just
eradicate: (v.) to get rid of, destroy
escalation: (n.) increase
European Theater: (n.) battles fought on the European continent beginning with the invasion of Normandy
extermination camps: (n.) Nazi camps equipped with gas chambers for the mass murder of the Jews of Europe; up to 2,700,000 Jews were murdered at these six camps, as were tens of thousands of Gypsies, Soviet prisoners of war, Poles, and others
fascism: (n.) a governmental system which calls for a strong central government and a nationalistic policy which is hostile to other nations, usually headed by a dictator
"Final Solution": (n.) the Nazi plan to kill the Jews of Europe
foreshadow: (v.) preview, present a sign beforehand
gas chamber: (n.) sealed room in which prisoners are killed by a poisonous gas
genocide: (n.) planned destruction of a racial, political, or cultural group
Gypsies: (n.) popular term for Roma and Sinti,

nomadic people believed to have originated from northwest India; first appeared in western Europe in the 1400s and eventually spread to every country in Europe

headway: (n.) progress toward a goal

Hiroshima: an industrial city in Japan that was devastated by the dropping of the first atomic bomb on August 6, 1945; 80,000 civilians were killed and many more suffered from radiation

Holocaust: (n.) a Greek word meaning "complete destruction by fire;" the persecution and genocide of European Jews by the Nazis during World War II; Jews were the primary victims, but Gypsies, the handicapped, and Slavs were also targeted; millions more, including Soviet prisoners of war, political opponents, homosexuals, and Jehovah's Witnesses suffered oppression and death under the Nazi dictatorship

incinerated: (adj.) burned up

internationalist: (n.) individual who believed that the United States had an obligation to fight in World War II

internment: (n.) the act of being confined or held prisoner

isolationist: (n.) individual who did not believe that the United States had any obligation to fight in World War II; term still commonly used to refer to someone who believes that the United States should not interfere in other countries' political or economic affairs regardless of the circumstances

jubilant: (adj.) thrilled, extremely joyful

kamikaze: (n.) a plane loaded with explosives to be piloted in a suicide attack

Kristallnacht: (n.) "Night of Broken Glass;" the November 9-10, 1938 riots against the Jews of Germany

Manhattan Project: (n.) United States government research project that produced the first atomic bombs between 1942 and 1945

masterful: (adj.) having expert skill and knowledge

morale: (n.) group spirit, a strong sense of enthusiasm

munitions: (n.) weapons and ammunition for war

Nagasaki: (n.) Japanese city devastated by the dropping of the second atomic bomb on May 9, 1945; over 70,000 civilians were killed and more than 70,000 were severely injured

nationalism: (n.) patriotism, devotion to a nation

Nazi: (n.) short term for National Socialist German Workers Party, a right-wing, nationalistic, and antisemitic political party formed in 1919; headed by Adolf Hitler from 1921 to 1945

Nisei: (n.) "second-born" in Japanese; second generation Japanese Americans who are United States citizens by birth

non-aggression pact: (n.) agreement by which two or more countries agree not to go to war against each other; Germany and the Soviet Union signed a non-aggression pact in Moscow on August 23, 1939

offensive: (n.) attack

opponent: (n.) enemy, person on the opposite side

oppressive: (adj.) extremely difficult to bear

paratrooper: (n.) soldier trained to parachute from an aircraft

persecute: (v.) harass, treat very badly

"pincer": (n.) a movement in a military campaign that involves at least two allied regiments or ships approaching the enemy from opposite directions, so that the enemy is "pinched" in the middle

pivotal: (adj.) central, very important

polio: (n.) short name for poliomyelitis, a disease occurring mainly in children that can cause deformity and paralysis; today doctors use a vaccine, invented in 1961, to protect children from this disease

precipitously: (adv.) steeply

pre-industrial: (adj.) before the development of large-scale factories

propaganda: (n.) information—facts, arguments, rumors, half-truths, or lies—used to convince people of a certain message

racial segregation: (n.) the practice, by custom or by law, of separating races, in employment, schools, housing, and other public places

ration: (v.) give a fixed amount of food to soldiers or to civilians when there is a shortage

refugee: (n.) person who flees to another country for protection from invasion, oppression, or persecution

relocation camp: (n.) imprisonment camp where the United States government forced Japanese Americans to move after the bombing of Pearl Harbor; there were ten permanent camps in the western United States

reparations: (n.) payment that a defeated nation must make in order to make up for damage or injury during a war

restrictions: (n.) limitations on people's actions

Rhine River: (n.) river in Western Europe, rising in eastern Switzerland and flowing north through Germany and the Netherlands to the North sea
shortchange: (v.) to give someone less than s/he deserves
Sicily: (n.) largest island in the Mediterranean Sea off the southern tip of Italy
Slavs: (n.) members of one of the Slavic speaking peoples of Eastern Europe
socialist: (n.) a member of the Socialist party which believes that society, rather than the economic market, should control public property and the distribution of income
subterfuge: (n.) trick
swastika: (n.) an ancient symbol formed by a Greek cross with the ends of the arms bent at right angles in either a clockwise or counterclockwise direction; the symbol of Nazi Germany
terrorism: (n.) use of violence, terror and intimidation
Third Reich: (n.) official Nazi title for their dictatorship
Treaty of Versailles: (n.) the formal written agreement that ended World War I
"U-boats": (n.) submarines
ultimatum: (n.) a statement of terms that threatens serious consequences if the terms are not accepted
unconditionally: (adv.) completely, without limitations
underground resistance: (n.) secret, organized group acting to oppose the government or, during war, to resist occupying enemy forces
unemployment: (n) term used to indicate the number or percentage of people without jobs
United Nations: (n.) an international organization made up of most of the countries of the world, formed in 1945 to promote peace, security, and economic development
unprecedented: (adj.) first-time, unmatched
vanquish: (v.) conquer
war bond: (n.) a loan given to the government to support the war; the government promised to pay interest when it returned the borrowed money
Weimar Republic: (n.) democratic government of Germany in power from 1919 to 1933; adopted its constitution in the German city of Weimar
Yalta: (n.) city of the Ukraine in Crimea on the Black Sea

CHAPTER IV:

COMMUNITY EVENTS: PARTICIPATING IN THE NATIONAL WORLD WAR II FUND-RAISING CAMPAIGN

The History Channel has partnered with the National World War II Memorial Campaign in creating this manual. We encourage you, your students, your school, and your community to participate in helping to build the Memorial. **It's time to say thank you to all the Americans who participated in World War II, on the war front and on the home front.**

Schools around the country are joining in this effort. Milwaukie High School, in Milwaukie, Oregon, holds an annual "Living History Day," where the school honors living military veterans and other war effort participants, serves them lunch, and invites them to share their experiences with students. The school also recreates a USO show for the veterans' entertainment. Ken Buckles, the founder and coordinator of the event, teaches physical education at the high school. In a recent interview, he commented, "We need to realize that the cost for our freedom and great life was very high, especially for the ones who never came back." The students at Milwaukie High learn invaluable history lessons, and develop an appropriate sense of gratitude toward their guests. Last year, the students raised over $10,000 for the National World War II Memorial plus an additional $20,000 to pay for "Living History Day." One high school junior, Scott Campbell, donated over $700 from his pay at McDonald's!

The story of Milwaukie High School can be a bit intimidating – most schools won't be able to replicate their $10,000 donation. But any school can hold a penny drive.

That's why **The History Channel** is making available coin banks for penny drives in your school. Every little bit helps build the Memorial. Plus, students will have a sense of "ownership" in the drive to recognize the World War II participants and in the final creation of the Memorial.

DO NOT send in the coins! Please see the donation form at the back of this manual.

BELOW PLEASE FIND SOME FUND-RAISING SUGGESTIONS FOR COMMUNITY EVENTS AT SCHOOLS

1. **A Night at the Movies, 1940s-style!**
   Organize a community night at your school around the screening of one or more movies of the wartime era. You may not be able to charge admission to the movie for legal reasons, but you could have students in the school sell popcorn, baked goods and other refreshments to raise money. (Remember this is how movie theaters make most of their profits!) You may even wish to make it a 1940s "theme" night, asking attendees to wear period clothes, typical of the 1940s, and serving snacks that were popular then. This will really get everyone in the spirit of the 1940s and help people to understand American culture and society during the war years.

Suggested films include:

Anchors Aweigh
Ball of Fire
Best Years of Our Lives
Blondie For Victory (or other Blondie movies)
Casablanca
Citizen Kane
Gaslight
Lady on a Train
Maltese Falcon
Mission to Moscow
Yankee Doodle Dandy

2. **Get in the Swing!**
   Host a swing dance night at your school! Set the mood by asking that all attendees wear dress appropriate to the 1940s, play music of the big band era, and serve refreshments popular at the time. You can charge admission to the event and/or charge for refreshments. If you want to add an element of competition, you can hold a contest for the best swing dancers and/or the best costume, judged by a selected panel of judges. With the latest craze in swing dancing, it is likely that someone in

your school community knows how to swing dance or knows someone else who does. It might be nice, though not necessary, to invite this person to offer lessons in the basic steps of swing dancing before your event.

In order to get members of your community excited, share the following history with them and create posters to advertise the event: (You can also log onto the web; there are a lot of great sites on swing dancing.)

Swing is a form of jazz music popular from the mid-1930s to 1940s. It originated from African American musicians, most notably Fletcher Henderson who began experimenting with swing in Harlem in the 1920s. The "era of swing" was born in 1935, when Benny Goodman, a white jazz musician, played numbers that Henderson had arranged for Goodman's band to enthusiastic crowds at the Palomar Ballroom in Los Angeles. Goodman captured the title, the "King of Swing," as he spread this new swing music across the radio airwaves. Big bands, led by such greats as Count Basie, Tommy Dorsey, Duke Ellington, Glenn Miller and Artie Shaw, sprung up across the country. Despite the controversy that swing sometimes created, due to its sensual dancing style and the interracial collaboration that inspired it, swing dominated American popular culture. Huge audiences packed into dance and music halls, and people bought more swing records than any other form of music during the war years.

Recommended Music Selections:

"Swingin' the Century," Bill Elliott
"Mack the Knife," Bobby Darin
"Atomic Swing," or "Basie in London," Count Basie
"Big Band Cole," or "Jumpin at Cole," Nat King Cole
"Unforgettable with Love," Natalie Cole
"Big Bands in Hi Fi"
"Zoot Suit Riot," Cherry Poppin' Daddies

3. **Community Night.**
Get your whole school, and the entire community, involved by asking every class to undertake some project related to World War II, whether in art, science, or history class. Students might create posters or maps, write short essays or letters, or build model airplanes and ships used by the Allied Forces. The projects could be related to either the home front or the battle front. Then, display these projects around the school and send out invitations to the community to come and see the exhibit. You can charge admission and perhaps host an awards ceremony for the best projects. (For an awards ceremony, you may want to have one winner for each class, one for each grade level, and then overall school winners.)

4. **Helping on the Home Front.**
During World War II, citizens across the country contributed to the war effort every day, in whatever individual ways they could. Children salvaged aluminum and rubber to provide raw material for use in wartime production. Families rationed gas, butter, coffee, dairy products and some meats. To combat food shortages, thousands of people planted their own "victory gardens," which eventually numbered 20,000 and produced 40% of all vegetables grown during the war. In order to help recapture this spirit of sacrifice, there are a number of projects that your school can undertake. If it is the right season and your school has access to suitable land, you could try planting your own victory garden. You could sell the proceeds, with the money going into a fund for donation to the National World War II Memorial. Please use the donation form included in this manual.

You also could mount your own recycling campaign, focusing on aluminum cans and/or glass bottles. In most places, it is possible to redeem both of these items for a refund of the deposit money. Keep a running tab of the amount raised by each class and hold an ice-cream or pizza party (with refreshments donated by some local restaurant) for the class that raises the most money for the Memorial.

5. **See a Penny, Pick it Up...**
A school-wide penny drive is a great way to get your whole school involved in raising money for the construction of the National World War II Memorial. In the same way that Americans collected metal scraps and animal fat to contribute to the war effort during the 1940s, students today can help build the National World War II Memorial by collecting pennies.

Using the container provided by **The History Channel** or asking each classroom to set up some collection bin, encourage all students and staff to bring their pennies to school and place them in the designated container. At end of each day or each week, have each class tally the total number of the pennies that it has collected. Each teacher may wish to appoint a different pair of bankers each week. If a local bank in your community is willing to work with your school, you may have each class make a weekly or bi-weekly deposit. This exercise will help teach students the principles of banking and the importance of saving, in addition to basic math skills. At the end of the penny drive, calculate the school total and offer prizes, like pizza or ice-cream parties, to the winning classes on each grade level. If you find the surrounding community receptive, you may be able to find local sponsors who will agree to match student contributions for a select grade level. When the drive is closed, you could host a victory celebration where the local bank presents a check to the school president or principal for donation to the National World War II Memorial Campaign.

As your class is collecting pennies, you can create all kinds of math activities. For example, students can estimate how many pennies it would take, laying them end to end, to cover one mile; how many pennies it would take, stacked one on top of the other, to reach an eight-foot high ceiling; or how far a penny could travel when rolled on its side. Let your imagination run wild–the activities are endless!

6. **The Candy Counter.**
Did you know that M&M candies were very popular during World War II? You can use them to inspire a simple fund-raiser.

Place a large glass jar or other container of M&Ms in a prominent place in your school, along with a poster telling about the history of this All-American candy, next to a penny collection jar. (For more information about the history of M&M's, visit their web site: http://www.m-ms.com/factory/history/hist.html). Ask students to make a donation to the National World War II Memorial and in turn try to guess how many M&M's are in the jar. At the end of the contest period, the student with the closest guess gets the jar of candy or some other prize sponsored by a local store. If you get an outside sponsor, you might offer runner-up prizes as well.

CHAPTER V

RESOURCES

Recommended Books and Articles:

Ambrose, Stephen and Douglas Brinkley, ed. *Witness to America: An Illustrated Documentary History of the United States from the Revolution to Today*. New York: Harper Collins Publishers, 1999.

Bailey, Thomas A., David M. Kennedy, and Lizabeth Cohen. *The American Pageant, Volume II: Since 1865*. New York: Houghton Mifflin Company, 1998.

Brinkley, Alan. *American History: A Survey, Volume II: Since 1865*. New York: McGraw-Hill, 1999.

Cook, Haruko Taya and Theodore S. *Japan At War: An Oral History*. New York: The New Press, 1992.

Drez, Ronald J. ed. *Voices of D-Day: The Story of the Allied Invasion Told by Those Who Were There*. Baton Rouge: Louisiana State University Press, 1996.

Frank, Anne. *Anne Frank: The Diary of a Young Girl*. New York: Pocket Books, c1953.

Hakim, Joy. *A History of US: War, Peace, and All that Jazz*. (Book 9 in The History of US series.) New York: Oxford University Press, 1999.

Jennings, Peter, and Todd Brewster. *The Century*. New York: Doubleday, 1998.

Katz, William Loren. *Eyewitness: A Living Documentary of the African American Contribution to American History*. New York: Touchstone Books, 1995.

Marks, Linda R. ed. *Ordinary Americans: U.S. History Through the Eyes of Everyday People*. Alexandria, VA: Close Up Publishing, 1994.

Strom, Margot Stern. ed. *Facing History and Ourselves Resource Book: Holocaust and Human Behavior*. Brookline, MA: Facing History and Ourselves National Foundation, Inc., 1994.

Books for Students:

Colman, Penny. *Rosie the Riveter: Women Working on the Home Front in World War II*. New York: Crown Publishing, 1995.

Foreman, Michael. *War Boy*. New York: Arcade Publishing, Inc. 1989.

Hornbostel, Lloyd. *War Kids, 1941-1945: WWII Through the Eyes of Children*. Galde Press, Inc., 1996.

Lobel, Anita. *No Pretty Pictures: A Child of War*. Greenwillow Press, 1998.

Nicholson, Donrinda Makanaonalani. *Pearl Harbor Child*. Kansas City: Woodson Publishing, 1993.

Sender, Ruth Minsky and Jim Coon. *The Cage*. New York: Simon & Schuster Children's, 1997.

Videos:

Anne Frank: The Life of a Young Girl
Churchill and the President
Churchill and the War Cabinet Rooms
D-Day: The Story Set
Damned Engineers at the Battle of the Bulge
Dear Home: Letters from World War II
Dwight D. Eisenhower: Commander-in-Chief
Eleanor Roosevelt: A Restless Spirit
Erwin Rommel: The Last Knight
FDR: The War Years
FDR: Years of Crisis
General George Patton: A Genius for War
Hirohito
Hitler's Henchmen
Holocaust
Inferno: The True Story of Dresden
Joseph Stalin
Navaho Code Talkers
Save Our History: The National World War II Memorial
Secret Letters of Churchill and Mussolini
The Rise and Fall of Adolf Hitler

The editor highly recommends the following web sites:

HistoryChannel.com Follow links to classroom and then to saveourhistory. Or visit "This Day in World War II History" page.

WWIImemorial.com Learn more about the National World War II Memorial and how you can help in this national effort

http://ac.acusd.edu/history/ww2_links.html A World War II portal with a remarkably rich variety of links, from foreign policy to cartoons. This url is unusual – don't use www, and remember the bottom slash (underscore) between ww2 and links.

www.air-museum.org The Palm Springs Air Museum site, which contains a great poster collection and is an easy, safe place for a young student to start exploring.

www.cc.ukans.edu/carrie/docs/amdocs_index.html University of Kansas document collection, with an outstanding collection on World War II public documents.

www.clpef.net/edu.html The Education Resource Section on the Civil Liberties Public Education Fund website offers a terrific summary, chronology, and collection of downloadable images relating to Japanese American internment. Outstanding links and resources for further research.

www.fdrlibrary.marist.edu/wwphotos.html A helpful selection of copyright-free photographs you can download.

www.geocities.com/Athens/8420/main.html A wonderful site filled with important documents and photographs to help students learn about Japanese American internment. Valuable list of links to related sites.

www.nara.gov/exhall/powers The National Archives and Records Administration (NARA) site containing fabulous posters from World War II. (Try following the link to www.nara.gov/exhall/powers/manguns.html.) NARA also has an unparalled document collection.

www.personal.psu.edu/users/l/e/lek105 "Hooray for the Home Front," a colorful, fun resource about the home front during the World War II era. It has a special section on teenagers during the war.

www.ushmm.org The U.S. Holocaust Memorial Museum; a valuable resource for students.

www.facing.org Facing History and Ourselves website, offering suggestions for engaging students in an examination of the historical connections between the Holocaust and the moral choices that they must make in their own lives. Contains a great exhibit of the art and writing of students who have participated in the program.

www.usps.gov/letters/ww2a.html World War II era personal letters from the U.S. Postal Service's collection that add depth to students' understanding.

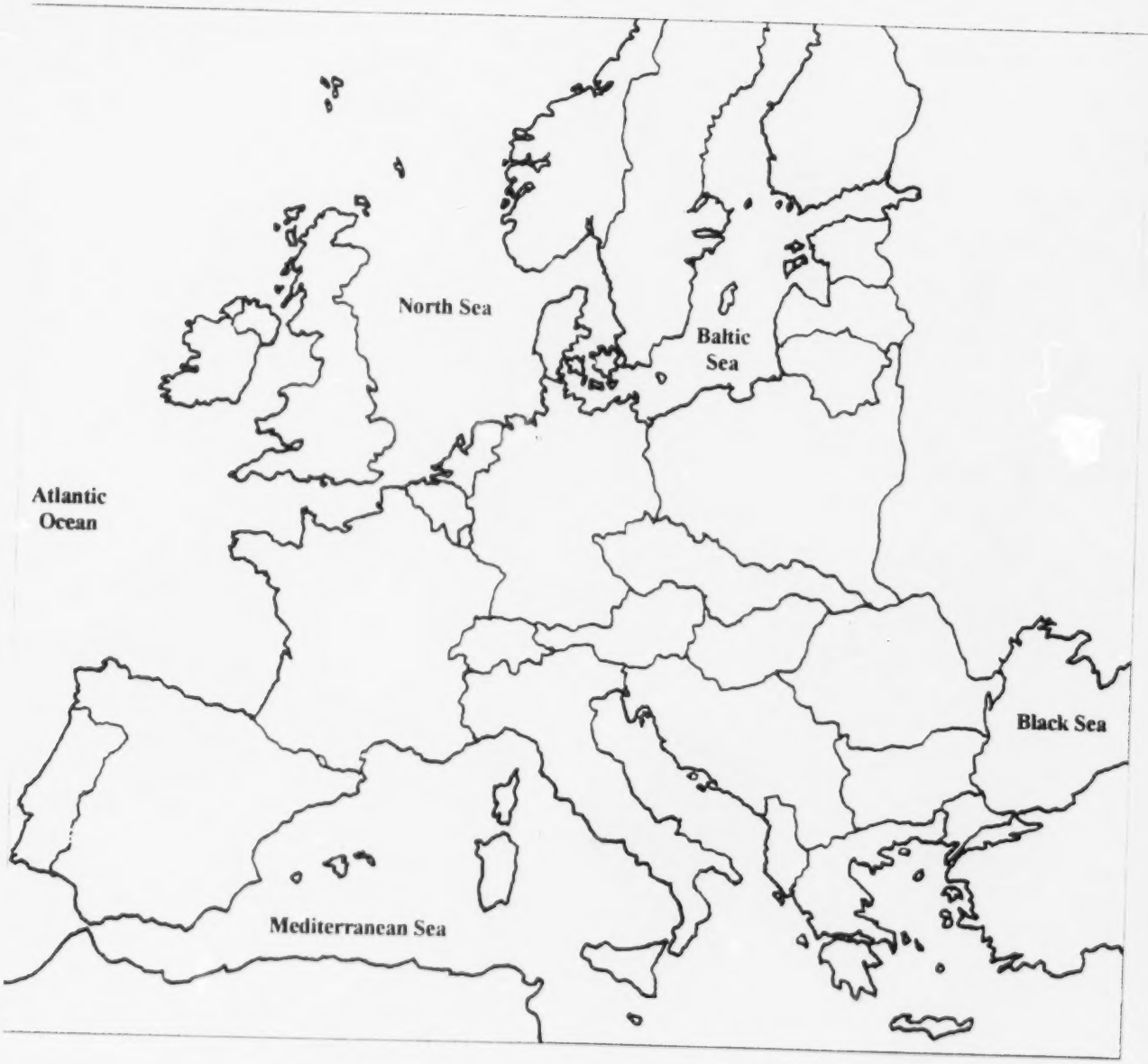
www.skypoint.com/members/jbp/map.html A great reference site on WWII battles in the Pacific.

RESEARCHING THE INTERNET: HINTS FOR BEGINNERS

Researching World War II on the Internet strengthens computer and researching skills, while building content knowledge. There are a lot of great sites that students can find on their own. The best way to start is through a good "portal," like Excite, Yahoo, or Alta Vista. Then "drill down." Our research staff recommends the following process:

Start at your *portal* (example: www.yahoo.com) Click on *Arts & Humanities*. Next, click on *Humanities*. Next, click on *History*. Next, click on *U.S. History*. Next, click on *20th Century*. Next click on *1940s*. Now you can start your research. (You could also click on *Military History* after you get to U.S. History, and then click on World War II.)

Europe


North Sea
Baltic Sea
Atlantic Ocean
Black Sea
Mediterranean Sea

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The Pacific

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Please print or type the following information:

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Name: First _____ MI _____ Last _____

Name of School _____

Street Address _____

City _____ State _____ Zip Code _____

Phone Number (_____)_____ Email: _____

Position: Teacher (note Grade/Subject) _____ Principal _____ Other _____

Briefly describe fund raising activity. Please indicate grade level of students involved.

_____

_____

_____

I hereby consent to the inclusion of the above information on the Memorial's Internet site (wwiimemorial.com), as well as in other public relations materials.

Authorizing Signature_____ Title _____Date_____

For information contact: Bob Lewis, Director of Education, NWWIIM, 2300 Clarendon Boulevard, Suite 501, Arlington, VA 22201, Phone 703.696.8437, Fax 703.696.6667 email: Lewisb@wwiimemorial.com

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